

APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge

(CFDA No. 84.412)

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<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Brian Sandoval, Governor	Telephone: (775) 684-5670
Signature of Governor or Authorized Representative of the Governor:	Date: 10/10/2013
Lead Agency Authorized Representative (Printed Name): Dale A.R. Erquiaga, State Superintendent of Public Instruction	Agency Name: Nevada Department of Education
Signature of Lead Agency Authorized Representative:	Date: 10/10/2013
Participating State Agency Authorized Representative (Printed Name): Michael J. Willden, Director	Agency Name: Nevada Department of Health and Human Services
Signature of Participating State Agency Authorized Representative:	Date: 10/10/2013

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):

Carrie Parker, Deputy Attorney General

Telephone:

(775) 684-1229

Signature of the State Attorney General or Authorized Representative of the Attorney General:

Date:

10/10/2013

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Brian Sandoval	
Signature:	Date: 10/10/2013

ELIGIBILITY REQUIREMENTS

The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Nevada Department of Education – NDE (Lead Agency/SEA)	Appendix C	Head Start State Collaboration Early Childhood Comprehensive Systems Nevada Early Childhood Advisory Council IDEA part B section 619 State-funded Preschool Title I of ESEA
Nevada Department of Health and Human Services - DHHS	Appendix C	Early Intervention Services Child Care Development Fund IDEA Part C Maternal Child Health Home Visiting Early Childhood Mental Health Child Care Licensing Medicaid Nevada Check UP (SCHIP) EPSDT

(c) The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

☒ Yes

☐ No

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SECTION A: SUCCESSFUL STATE SYSTEMS

“We never know how high we are ‘til we are asked to rise; and then, if we are true to plan, our statures touch the skies.” (Emily Dickinson)

In the two years since the initial Race to the Top Early Learning Challenge (RTT-ELC)¹ competition, Nevada has made enormous strides toward building and developing a comprehensive system of early childhood services and supports throughout the state. As a tangible demonstration of our commitment to stay on course, Nevada has forged ahead with determination, investing in key strategies that were identified in the RTT-ELC Round One planning process. In doing so, Nevada has experienced demonstrable growth in: a) Leadership, b) Infrastructure, c) Resources, d) Collaboration, and e) Commitment – all of which are essential to meaningful system reform.

This progress, described in detail below, provides a solid platform from which to launch SILVER STATE STRONG (S³) - Nevada’s initiative for early childhood system reform that is ambitious, bold, and clear. Building on the strong foundation we have established, S³ will **double** the number of children in Nevada served in sustainable, high-quality early learning programs. Led by the Nevada Department of Education (NDE), the S³ plan prioritizes four major projects:

Project 1: Silver State Stars – Nevada’s Tiered Quality Rating and Improvement System;

Project 2: Silver State KIDS (Kindergarten Inventory of Development Statewide) – Nevada’s Kindergarten Entry Assessment initiative;

Project 3: Silver State SKILLS (Standards, Knowledge and Innovation for Life-Long Success) – Nevada’s system of professional development for early childhood educators; and

Project 4: Silver State Supports – Nevada’s cross-system approach to provide culturally competent, community-based supports to families of children with high needs.

¹ A Glossary is included as Appendix A to assist reviewers in identifying specific terms and acronyms used throughout this application.

These four major projects will be carefully integrated to achieve three overarching goals:

- A. Improved program quality and outcomes for young children;
- B. Increased number of children with high needs attending high-quality early learning and development programs; and
- C. Reduced achievement gap between children with high needs and their peers.

These “ambitious, bold and clear” goals are the drivers of the **S³** plan.



SILVER STATE STRONG provides Nevada’s children with a **strong** start from birth, in conjunction with developing **strong** families that build **strong** communities. Successful implementation of the four major **S³** projects identified above will secure a strong finish for Nevada in this Race to the Top Early Learning Challenge.

(A)(1) DEMONSTRATING PAST COMMITMENT TO EARLY LEARNING AND DEVELOPMENT

The beginning of 2013 ushered in an exciting new era for early childhood programs in Nevada, leveraging the significant work that has been accomplished over the past decade and especially building on the momentum that has been growing around Nevada’s early childhood agenda in the past several years. Governor Sandoval’s State of the State address in January 2013 not only articulated an understanding of the return on investment when resources are focused on early learning, but also reflected an unequivocal commitment to building the infrastructure required to support our state’s vision for early learning and development. Governor Sandoval committed Nevada to a future where, *“Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.”*²

² This is the vision of the Nevada Early Childhood Advisory Council (NECAC) that was adopted in 2010.

(A)(1)(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period

Nevada's Early Learning and Development (ELD) agenda leverages past investments in early childhood resources and infrastructure across the state and articulates those that are needed in order to collaboratively plan, implement, monitor, evaluate, and ultimately sustain the S³ plan. Even while the past few years have been challenging for many of Nevada's social service programs as the state has responded to recessionary challenges, Nevada has invested nearly \$327 million in early learning and development programs and supports from 2009 to the present. In 2013, the state was able to increase ELD investments by 15.7% over 2012 levels. RTT-ELC funding will support the one-time investments that are needed to refine and scale up the delivery and accessibility of high-quality ELD programs statewide so that they are affordable and accessible for all children, particularly those with high needs.

Nevada's current ELD infrastructure reflects a strong history of commitment to providing services for young children and their families, training early childhood professionals, and collaboratively supporting development of community resources. For the most part, Nevada has managed to sustain its overall ELD investments over the past five years, in contrast to many other states and in spite of a struggling economy and many competing priorities aimed at getting the state budget back on track. The state budget for SFY 2014-15, approved by the State Legislature in 2013, commits an additional \$88 million to initiatives designed to have our children reading by the end of third grade. Nevada's commitment to, and investment in, quality ELD programs and services that are accessible and affordable, including for children with high needs, is reflected in both recent and long-term actions by the State.

Investments in early learning and development in the most recent state budget are substantial. In his 2013 State of the State Address, Governor Sandoval clearly articulated the need for improved early literacy as a critical measure for improving Nevada's overall education outcomes. He specifically identified his administration's goal of closing the achievement gap for children with high needs so that all Nevada students should be reading successfully by the time they complete the third grade. The Governor's executive budget, which was legislatively approved and signed into law in June 2013, includes several initiatives designed to support early literacy acquisition, and reflects the following **new** financial investments in publicly

funded ELD programs across the state for the next biennium, totaling nearly **\$88 million**:

1. **\$46.9 million** was appropriated for “Zoom schools”³ in Clark and Washoe, the state’s two most populous counties, to support high English Language Learner (ELL) populations in Pre-K-Grade 4 and MUST include all of the components identified below:
 - a. Provide Pre-K programs free of charge;
 - b. Expand full-day kindergarten classes (FDK);
 - c. Operate reading skills centers; and
 - d. Provide free summer- and/or intersession academies for those schools that do not operate on a traditional school calendar.
2. **\$3 million** was allocated to all other school districts and charter schools to support high ELL populations in Pre-K- 4th Grade, and may include components identified below (seven additional districts have chosen to use these funds for Pre-K):
 - a. Create or expand high quality, developmentally appropriate Pre-K programs that will increase enrollment of children who are limited English proficient;
 - b. Implement literacy assessment tools and technology to support English Language Learners (ELL);
 - c. Provide professional development for teachers and other personnel regarding effective instructional practices and strategies for children that are ELL; and
 - d. Provide after-school, summer and inter-session literacy programs to support ELL students.
3. **\$36.57 million** was allocated to support expansion of Full Day Kindergarten (FDK) in all counties/school districts in the state.
4. **\$1.5 million** was included as a one-time appropriation focused on improving school readiness, and finances the Phase I implementation of Silver State KIDS (Kindergarten Indicators of Developmental Status) (*Project 2*), which uses Teaching Strategies Gold (TSG) to assess children’s developmental status upon kindergarten entry, and will also be available for use with children beginning at birth. The \$1.5 million appropriation will

³ Schools across the district identified as having the highest percentage of pupils that are limited English-proficient and are the lowest performing academically.

finance Silver State KIDS for the next two fiscal years (July 1, 2013 – June 30, 2015) and includes allocations to fund the cost of administering the tool for each child, training of trainers and teachers, and grants to counties for implementation. During the 2015 legislative session, data from the pilot will be reported to the state legislature. This will include children’s cognitive and social-emotional development; whether referred for Part C or Part B services; and survey data from users (teachers, administrators and parents).

In addition to these substantial state investments, Nevada’s commitment to early learning, school readiness, and supporting children with high needs is reflected in the delivery of federal programs such as the Child Care Development Fund (CCDF), Head Start, and Maternal, Infant and Early Childhood Home Visiting (MIECHV), as well as the Individuals with Disabilities Education Act (IDEA) Part B and Part C; Infant Toddler Early Intervention Services; and Part B, 619 Preschool Special Education programs. See Table (A)(1)-4 for total funding in each of these areas.

Along with these funding allocations, several new pieces of enabling legislation were signed into law that are directed at strengthening leadership and cross-agency coordination, increasing child care licensing standards, and elevating the education requirements for ECE program administrators. While the budget for Nevada’s state-funded Pre-K program has not been increased for the past five years, it is notable that, as a result of improving alignment with other funding sources such as Title I and Head Start, this program has still been able to increase the number of children served in recent years. Despite serving only 1.5% of the population, State Pre-K longitudinal data shows children consistently achieve significant learning gains in preschool and continue to maintain these gains through elementary school. State Pre-K program meets seven out of ten national research-based quality indicators as determined by National Institute for Early Childhood Research (NIEER). The data in Tables (A)(1)-4 and (A)(1)-5 demonstrate the corresponding increase in the number of children with high needs that have been served by these programs during that time period.

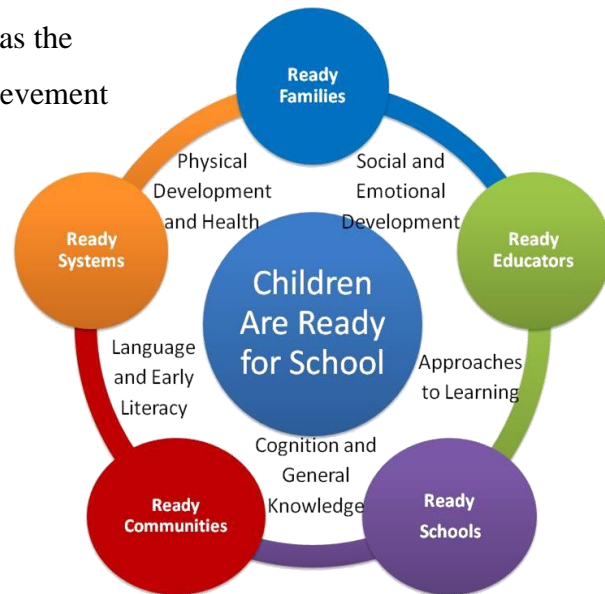
In 2010, Nevada was awarded \$787,000 from the federal Office of Head Start on behalf of the Nevada Early Childhood Advisory Council (NECAC). This funding, in combination with funding for Nevada’s Early Comprehensive Childhood System (ECCS) and Head Start State Collaboration (HSSC) initiatives, has contributed to strengthening the state’s early childhood

infrastructure by supporting the following activities:

1. Quality Care Needs Assessment (*see Appendix D*) – A statewide analysis was conducted of the availability and accessibility of quality early care and education programs in Nevada. The baseline data gathered supported the scaling up of Nevada’s Silver State Stars TQRIS (*Project 1*), which is currently entering the second year of statewide implementation.

2. Nevada Definition of School Readiness – In 2012, Nevada adopted the following equation for school readiness, which serves as the operational theory of change to support achievement of the State’s goals related to all of the essential domains of school readiness (as depicted in the graphic at right):

$$\begin{aligned} & \text{Ready Families} + \text{Ready Educators} + \\ & \text{Ready Schools} + \text{Ready Communities} + \\ & \text{Ready Systems} = \\ & \text{Children are Ready for School.} \end{aligned}$$



- 3. Comprehensive Early Childhood System Needs Assessment and Strategic Plan** – This effort was launched in June 2013, with the goal of developing a focused and actionable strategic plan that reflects stakeholder input about statewide and regional priorities for enabling children, families, communities and providers to meet Nevada’s school readiness goals. This planning process is directly informing Nevada’s RTT-ELC application.
- 4. Local Early Childhood Advisory Councils (local ECACs)** – Since 2009, Early Childhood Comprehensive Systems (ECCS) funding totaling \$170,000 has been used to establish local ECACs throughout the State in order to promote local strategies to serve all young children and their families, including those with high needs, through community-based supports. Local ECACs regularly liaison with the Nevada ECAC to align local planning with state-level priorities, and to ensure that local needs are supported by state planning for resource allocations.

In addition to the above NECAC-led projects/investments, the following resources were

awarded to NDE by private entities to support Nevada’s ELD initiatives:

1. **Nevada Birth-3rd Grade Policy Academy Grant and Technical Assistance** – Nevada was one of six states selected in 2013 to participate in an 18-month Birth-3rd Grade Policy Academy sponsored by the National Governors Association (NGA), and will receive \$25,000 and technical assistance to improve learning outcomes from early childhood through third grade. Nevada is participating in this national collaborative effort to improve early learning outcomes along with the states of Connecticut, Hawaii, Illinois, Massachusetts, and Pennsylvania. This initiative is described in more detail in Competitive Preference Priority #4.
2. **The Council of Chief State School Officers (CCSSO) KEA Technical Assistance Grant** – Nevada was one of four states to receive a \$20,000 technical assistance grant to facilitate implementation of Silver State KIDS. The CCSSO team of external reviewers praised Nevada’s approach to framing KEA planning in the context of related efforts, including the plan to link ECE data with the existing statewide longitudinal data system, Striving Readers and P-3 initiatives, and the WIDA (World-Class Instructional Design and Assessment) consortium Enhanced Assessment Grant.
3. **Striving Readers** – In 2012, NDE received one of only six Striving Readers grants awarded nationwide. The Striving Readers Literacy Team identified the P-3⁴ initiative (*described in Competitive Preference Priority 4*) as a core element to the plan for increasing literacy and language skills for children from birth to five years. This five-year, \$3.5 million grant award is aligned with and directly supports the implementation of Nevada’s S³ plan through 2016.

In all, Nevada has invested over \$65 million each year for the last five years in ELD programs and supports, and has also been awarded several one-time grants for system improvement, described further in (A)(1)(d). Coupled with RTT-ELC funding that will support one-time costs and scaling up the system change efforts that are already underway, these investments will ensure that the goals of Nevada’s “ambitious, bold and clear” S³ plan can be achieved in

⁴ Unless noted otherwise, “P-3” is intended to encompass “Prenatal through 3rd grade” throughout this application.

the next four years, so that all children in the state have access to quality ELD programs and the supports needed to equip them to enter kindergarten ready to learn and to succeed.

Finally, substantial private sector investments, which have been primarily shepherded by the United Way of Southern Nevada (UWSN), are contributing to increasing access to high quality ELD programs for low-income families that do not qualify for public assistance. During the last six years, \$8.5 million in private funding has been invested in preschool tuition scholarships, professional development for child care staff, STEM training and materials, data collection licenses, and family engagement workshops. UWSN has committed to continue taking a leadership role to garner private sector funding and support in order to sustain expanded access to quality programs for children with high needs and their families.

(A)(1)(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs

As Table (A)(1)-5 demonstrates, Nevada’s ELD programs have experienced an overall increase in the number of children with high needs participating since 2009. Nevada’s State Pre-K programs have served an increased number of children from low income families, thanks in large part to improved alignment and blended funding streams that leverage Title I funds. The 2013 Nevada Head Start Needs Assessment Report (*see Appendix F*) indicates that all Head Start (HS) and Early Head Start (EHS) programs in Nevada are serving increased numbers of homeless children and families. As indicated in Table (A)(1)-5, participation in programs funded under Title I has grown by 75% since 2010; Nevada has also experienced a 26% increase in participation in its HS and EHS programs since 2009.

For Nevada’s infants and toddlers, learning unfolds in many settings, including the home, child care centers, and Early Head Start. High-quality care that promotes positive early learning can have lasting effects into adulthood, particularly for low-income children who often start school behind their peers. According to Zero to Three State Baby Facts (2013),⁵ Nevada’s infant and young child participation in publicly-funded programs is summarized below:

Child Care – A total of 1,949 Nevada infants and toddlers receive Child Care Development

⁵ <http://www.zerotothree.org/public-policy/state-community-policy/baby-facts/nevada-baby-facts-with-citations.pdf>

Fund (CCDF) support each month. The cost of child care for a Nevada infant is 31% of a single parent's median income and 13% of the median income for a two-parent family. With tough economic times and a growing number of mothers entering the labor force, high quality child care is more important than ever for the overall health and well-being of families.

Early Head Start – Participation in Nevada EHS includes 776 infants and toddlers and 82 pregnant women from low-income families. EHS plays an important role in children's success in school, family self-sufficiency, and parent support of their child's development.

Nevada Home Visiting Program (NHV) - 8.1% of Nevada families participate in a home visitation program. Home visiting aims to improve child development, reduce abuse and neglect, and enhancing parents' ability to respond to their child's needs.

Early Intervention Part C - In Nevada, 2.31% of infants and toddlers receive Part C services. For children with a disability or developmental delay, addressing these issues early can make all the difference in the world and can serve as a protective buffer against multiple adverse influences that hinder their developmental progress.

(A)(1)(c) Existing early learning and development legislation, policies, or practices

The new laws passed by Nevada's 2013 legislature are unprecedented, and make a strong statement about the importance of high quality early learning to our state. As summarized in (A)(1)(a), the new funding and policies provide resources and set expectations for serving children with high needs, offering a comprehensive system of supports that includes:

1. Expansion of State Pre-K programs and classrooms – Nevada's two urban school districts (Clark and Washoe) are required to implement Pre-K classrooms that align with the existing State Pre-K program within identified Zoom schools. Rural school districts are strongly encouraged to implement Pre-K classrooms in schools with a high percentage of English Language Learners. Currently, 28 new Pre-K classrooms have been created this fiscal year, serving an additional 1,120 children.
2. Literacy resources, technology and professional development to support ELL students - Districts may use these funds for literacy resources, including materials, curricula, software/hardware, training and technical assistance to improve teacher instruction for this population Pre-K-Grade 4. As a WIDA Consortium state, these resources must be aligned with WIDA and ACCESS (Assessing Comprehension and Communication in English

State-to-State). ACCESS for ELLs is a secure, large-scale English language proficiency assessment given to K-12 students who have been identified as ELLs. It is given annually in WIDA Consortium states to monitor students' progress in acquiring academic English.

3. Expansion of FDK with reduced class sizes - Districts can use these funds to support new full-day kindergarten classrooms in high ELL communities.
4. Reading skills centers, summer school and intercession programming - These funds will be used for additional summer school programs to help those ELLs that may be struggling. For rural school districts, the law provides for a non-competitive grant program to allow rural districts and state charter schools to access funding to provide targeted supports for students with ELL, including assessment, technology, and increased teacher capacity to serve these students. Reporting requirements are in place for Zoom schools and for rural districts to ensure accountability and facilitate measurement of the return on investment.

The impact of this new legislation is further strengthened by a major reorganization of the state agencies that oversee Nevada's early childhood system, authorized by an Executive Order from Governor Sandoval in October 2013 (*see Appendix B*). This reorganization aligns and unifies state leadership for Nevada's early childhood programs by designating NDE as the lead entity for Nevada's early childhood system and repositioning the Head Start State Collaboration and Early Childhood Systems Office (HSSC & ECSO) and the Office of Early Care and Education (OECE) from DHHS to NDE in order to improve coordination and streamline resources, policies and practices.

A new Division of Early Learning and Development will be established within NDE's Office of Educational Opportunity, which will house these relocated offices with the existing NDE agencies that oversee early programs and funding. These include State Pre-K, Title I, P-3, Striving Readers, Early Childhood Special Education and Pre-K English Language Learners.

This restructuring results in the opportunity to achieve better early learning and development outcomes in Nevada by creating stronger alignment of the funding, policy, and monitoring functions and resources that directly support quality improvement for ELD programs and educators. The reorganization directly responds to input from ECE stakeholders, providers, educators, intermediaries, private sector partners, and especially the families of Nevada's young children – who have all voiced the need for a more coordinated and aligned early

childhood system. This major change in leadership structure elevates early childhood care and education as a visible priority in our state. More detail on this is provided in (A)(3).

Nevada is expanding its commitment to enrolling young children with disabilities in quality ELD programs. Four federal agencies - the Office of Child Care, the Office of Head Start, the Administration on Developmental Disabilities, and the Office of Special Education Programs (OSEP) - have been collaboratively sponsoring Expanding Opportunities since 2005. Each year cross-agency teams from three or four states participate to develop and implement plans with the goal of increasing inclusive opportunities for young children with disabilities to quality early care and education programs and services in their communities, and to make their findings and resources available to other states. Nevada is in the most recent cohort of states participating in the Expanding Opportunities initiative, which will make additional technical assistance available as we seek to make our ELD system more accessible.

As a result of this technical assistance, Nevada expects to: 1) Strengthen partnerships across state agencies or initiatives; 2) Increase public awareness regarding inclusion; 3) Improve personnel development systems; 4) Effectively address funding and finance barriers to inclusion; 5) Launch other inclusion initiatives; and 6) Build community partnerships and local coordination to support inclusion.

(A)(1)(d) Current status in key areas that form the building blocks for a high-quality early learning and development system, including ELD Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, KEAs, and effective data practices

Nevada has established a number of key building blocks necessary to support the SILVER STATE STRONG plan. These are described below, and in detail throughout this application.

Early Learning and Development Standards – The *Nevada Pre-K Content Standards* (see Appendix G) and the *Nevada Infant Toddler Early Learning Guidelines* (see Appendix H) are collectively referred to in this application as the Nevada Early Learning and Development Standards (ELD Standards). These two documents set forth standards that define expectations about the knowledge and skills that most children should possess before they enter kindergarten. Through the work of the NECAC, local ECACs, NDE, and the State Pre-K Standards Office (operated by Washoe County School District via a subcontract funded with CCDF quality dollars), these standards align with the domains in Nevada’s definition of school

readiness, as well as with the Common Core State Standards. Nevada’s ELD Standards are described in detail in Section C. Nevada is currently revising these standards to strengthen guidance related to family engagement, and will be submitting the revised standards to the State Board of Education (SBE) for adoption this school year.

Comprehensive Assessment Systems – Nevada’s assessment system incorporates screening measures, formative assessments, ratings of environmental quality, and measures of the quality of adult-child interactions. This system is based on the screening and assessment tools used most widely throughout the state, in conjunction with the Silver State KIDS KEA assessment. As illustrated by the table below, data collected from assessments is used to guide planning and focus professional development to achieve quality improvement at the site level where children are served, as well as at the community level and statewide. The following table indicates the type of measure, the specific tool or tools, and their current application.

Assessment Type	Tool	Application
Screening Measures	Ages & Stages Questionnaire (ASQ-3) and ASQ-SE	Most HS/EHS grantees use the ASQ-3, as do demonstration sites for TACSEI (<i>Technical Assistance Center on Social Emotional Intervention for Young Children</i>). This will be integrated into the statewide coordinated ECE data system described in section E.
Formative Assessments	Teaching Strategies Gold (TSG) HighScope Child Observation Record (COR)	TSG, a valid and reliable observation- based assessment, has been selected as the KEA tool for Silver State KIDS and is already in use by many HS/EHS grantees as well as State Pre-K programs. COR is a valid and reliable observation-based assessment used in community-based licensed centers in Clark and Douglas Counties and serves to improve program quality, staff development and family engagement. Data files are shared with the local districts to track child’s school readiness.
Measures of Environmental Quality	Environmental Rating Scales (ERS) - assessment of early childhood education and child care program quality	The Early Childhood Environmental Rating Scale (ECERS-R) and the Infant Toddler Environmental Rating Scale (ITERS-R) are the foundation for the Silver State Stars TQRIS. State Pre-K programs also use the ECERS-R. This will be integrated into the statewide coordinated early childhood data system proposed in section E.
Measures of the Quality of Adult-Child Interactions	Classroom Assessment Scoring System (CLASS)	Head Start grantees are using this tool, as is at least one state-funded Pre-K program in Nevada. Use of the CLASS will be integrated into the Silver State Stars and has been used to improve P-3 teacher-child interactions in school districts implementing

	HighScope Program Quality Assessment (PQA)	<p>them. CLASS is also being used in 2 out of 4 Striving Readers districts (P-3).</p> <p>Early childhood educators working in licensed child care community-based programs are using this tool to self-assess and intentionally align with QRIS recommendations for improved teacher-child-family interactions at home and school.</p>
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Health Promotion Practices – The Nevada Division of Public and Behavioral Health (NDPBH) oversees the Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program, which implements evidence-based home visiting programs to support vulnerable families in urban and rural communities across the state. These communities have been identified in a statewide needs assessment in which the following risk factor data was collected: poverty, unemployment, pre-natal care, low birth weight, infant mortality, school readiness and achievement, domestic violence, child maltreatment, and crime. *(More information on the NHV program, which was recently awarded a three-year expansion grant to expand home visiting services to rural counties, is provided under Competitive Preference Priority #5.)*

Health promotion practices are integral to the Silver State Stars model. The Environmental Rating Scales (ERS) and TQRIS star levels adhere to the health and safety practices from Caring for Our Children.⁶ Participating programs in Silver State Stars are trained on health and safety practices, including personal care routines. Early childhood educators working in licensed child care programs are required to complete a minimum of two hours of training each year on topics related to nutrition, physical activity, and obesity prevention. Any individual working with infants or toddlers must complete training on SIDS (Sudden Infant Death Syndrome) and all child care staff are required to complete training requirements within 90 days of employment that include recognizing and reporting child abuse and neglect, conducting CPR and identifying the signs and symptoms of illness/blood borne pathogens. Nevada also has established Wellness Guidelines (*see Appendix J*) for Nevada’s child care centers and Family Child Care (FCC) homes. Silver State Stars monitors Health and Safety

⁶ National health and safety performance standards guidelines established by the National Resource Center for Health and Safety in Child Care and Early Education.

quality indicators that require programs to: include menus evaluated by a nutritionist, offer breastfeeding support and resources, and provide a documented improvement plan based on a nutrition and physical activity self-assessment checklist. Other quality indicators provide guidance on health promotion issues such as oral health and referral of children in need of developmental or mental health services.

Referrals from child care centers and homes are made to child care health consultation (CCHC) providers for services that support social-emotional, mental health and health best practices for child health and well-being. Child Care Resource and Referral (CCRR) Specialists are trained to provide CCHC referral options to child care centers and FCC providers. All referrals are tracked in a provider system database. The Children's Cabinet⁷ is the lead agency managing this resource. To assist with statewide goals to expand services to rural areas, the Children's Cabinet works with all County Health Districts to recruit local and/or regional CCHC staff. Additional recruitment occurs in collaboration with individual Tribes or Tribal Councils to hire Native American CCHC staff to provide services on sovereign land. The Children's Cabinet works with the Nevada Registry and Nevada Association for the Education of Young Children (NevAEYC) to post information about the role and availability of CCHCs on the agencies' websites and mailing lists.

Family Engagement Strategies – Silver State Supports (*Project 4*) is the component of the S³ plan that focuses on providing targeted, community-based, culturally competent support for families of young children with high needs. While family engagement strategies are imbedded in the work and activities of all of Nevada's publicly funded ELD programs, there are several resources and/or strategies in place that are considered primary to implementation of the plan. These are briefly described below, and in further detail throughout the application.

AB224 – Assembly Bill 224, which became effective on July 1, 2011, revised provisions governing parental involvement in education. This law created the Office of Parental Involvement and Family Engagement within NDE. It also requires that NDE's annual

⁷ A statewide organization established in 1985 whose mission is "to keep children safe and families together by offering services and resources that address unmet needs". www.childrenscabinet.org

report of accountability information on all publicly funded education programs include information on the involvement of parents and the engagement of families in the education of their children. The law includes provisions for prescribing course work on parental involvement and family engagement, and established a statewide training program for teachers and administrators concerning effective parental involvement and family engagement to include training on how to involve parents and engage families and how to work with parent liaisons in public schools. This office is housed within NDE's Office of Educational Opportunity, which is also where the new Division of Early Learning and Development will be located, enabling better coordination of services and supports for families with young children.

Nevada's Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) – This partnership provides support to early childhood professionals and parents in addressing the social-emotional needs of young children. The goal is to “plan, implement and sustain a professional development system to enhance the knowledge and skills of the early childhood work force in meeting the social emotional needs of young children, particularly those with or at risk for delays or disabilities, in inclusive and natural environments.” Nevada TACSEI supports public and private ELD programs and provides training that enhances the social, emotional, and behavioral development of children ages birth through five, focusing on children at risk for, and with, delays and disabilities.

Nevada PEP – is the statewide nonprofit organization that provides information, services and training to Nevada families of children with disabilities. Nevada PEP services are about empowering families to be life-long advocates for their children through education and skill building. Nevada PEP recognizes that parents are experts on their children and must learn about disabilities, intervention needs, and how to develop a support system to meet those needs. Over the years, Nevada PEP has had a positive impact on child and family services through community collaboration, public awareness, partnering with professionals, and system advocacy efforts.

United Way of Southern Nevada (UWSN) – is a nonprofit organization in Nevada's most populous region that provides funding to community-based licensed child care facilities to

provide family engagement information, activities, services and advocacy training to families of all children, including children with disabilities. UWSN funds ensure that local service providers have access to resources that reinforce parents in their role as their child's first and primary teacher in life. UWSN is at the forefront of regional and state collaboration to support implementation of evidence-based family engagement strategies.

Additionally, Nevada's HS and EHS programs have integrated the research-based National Standards for Family-School Partnerships that have been established by the National Parent Teacher Association (PTA).⁸

Development of Early Childhood Educators – *Nevada's Core Competencies and Knowledge Areas for Early Childhood Education Professionals (see Appendix K)* define Core Knowledge Areas (CKA), which are a set of content areas that define what caregivers should know and understand in order to provide quality experiences for children. In July 2006, the CKAs were revised to be more closely aligned with national standards and include Core Competencies. Core Competencies are a set of observable skills that reflect an ECE educator's knowledge and understanding of the CKA. More detail is provided in Section D.

Silver State SKILLS (Standards, Knowledge and Innovation for Lifelong Success) (*Project 3*), is focused on developing a high quality competent workforce, and builds on the progress and planning accomplished to date by the three "pillars" of Nevada's ECE workforce development system: 1) The Nevada Registry, 2) T.E.A.C.H. Early Childhood[®] Nevada, and 3) Nevada System of Higher Education (NSHE).

1. **The Nevada Registry (Registry)** –The Nevada Registry is a career development, recognition and data collection system that currently serves over 5,700 early childhood educators in the state. As the host of Nevada's early childhood Professional Career Ladder (*see Appendix O*), the Registry collects, validates and warehouses the professional and educational achievements of early childhood educators throughout the state through Career Ladder placement. Providing a single point of access, the Registry operates the statewide training approval system for all informal, community-based training in Nevada. Mandatory

⁸ https://www.pta.org/files/National_Standards.pdf

participation for all educators working in licensed child care settings was fully phased in as of December 31, 2012. The Nevada Registry is funded through the Federal CCDF - Quality Improvement Dollars and is administered through a contract with the Washoe County School District.

2. **T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood[®] Nevada** – is a part of Nevada's early childhood educational development system designed to raise the level of early childhood specialization and compensation, while reducing the turnover rate and providing greater recognition for ECE providers. This initiative is funded by CCDF and is administered by the NevAEYC. The program provides scholarships for FCC providers, center teachers and aides, center directors, and early childhood facility owners. Scholarship recipients commit to working for the sponsoring center for six months to one year, and can attend Truckee Meadows Community College, The College of Southern Nevada, Western Nevada College, Great Basin College, the University of Nevada Reno (UNR), and the University of Nevada Las Vegas (UNLV).
3. **Nevada System of Higher Education** – There are eight institutions of higher education (IHEs) in the Nevada System of Higher Education (NSHE), six of which offer certificates and/or degrees in or related to ECE. This information is detailed in Table (A)(1)-11.

Through the Silver State SKILLS project of Nevada's **S³** plan, these three pillars will coordinate to align their programs with Nevada's revised ELD Standards and Workforce Knowledge and Competency Framework.

Kindergarten Entry Assessment (KEA) – Nevada has made significant progress over the past two years toward implementing a statewide KEA to measure children's learning upon entry into kindergarten. In 2012, a statewide, county-by-county needs assessment was conducted that led to the development of an implementation plan (*see Appendix E*) to guide the phased adoption of a statewide KEA.

Known as Silver State KIDS (Kindergarten Inventory of Development Statewide), this is Project 2 of SILVER STATE STRONG, and includes a coordinated ECE data initiative that will be used to guide instruction, inform decision and policy making, and improve program quality (*described below in "Effective Data Practices"*). The pilot phase of Silver State KIDS launched in June 2013, and is currently being implemented in nearly one third of school

districts statewide. At the time of this application's submission, 1,626 children in 275 classrooms at 140 sites had been assessed. The final count is expected to be higher once the data entry on kindergarten students has been completed by the deadline of November 8, 2013. More detail on the KEA component of Silver State KIDS provided in Section (E)(1).

Effective Data Practices – One of the featured components of Silver State KIDS is the plan to develop a coordinated information sharing system that links ECE data to the State Longitudinal Data System (SLDS). Over the past biennium, Nevada has made significant policy and financial commitments that have positioned the state to move forward with implementation of this coordinated data system. Over \$18 million has been spent on developing the system to date: \$12 million in state general funds and \$6 million in federal funds to support data system infrastructure, program design and development, building capacity for local school districts, and technology upgrades. Once it is fully implanted, this system will enable data-driven decision-making across the cradle-to-career continuum of an individual's learning development, beginning at birth.

The federal investment includes \$4 million from an Institute of Education Sciences (IES) grant to NDE over a three-year cycle (10/1/2012 to 9/30/2015), which funds Nevada's ability to link student-level data from Pre-K through postsecondary education and workforce development (P-20W) through the use of a single unique student identifier. More detail on this plan is provided in Section (E)(2). This funding will support implementation of Silver State KIDS (*Project 2*) through Year 2.

Nevada's P-20W Advisory Council, which is responsible to NDE, is focused on aligning data across the entire P-20 continuum as well as workforce data. The Council's P-20W State Longitudinal Data System (SLDS) Governance Committee has developed draft bylaws for data governance (*see Appendix L*). This committee is vested by the Governor with the authority to create formal interagency directives toward execution of deliverables, and is comprised of individuals representing a cross-section of educators, policy makers, data system specialists, and community stakeholders. The committee's mission is to provide Nevada with a comprehensive, integrated data and analysis system for informed decision-making that will lead to educational improvement at all levels.

The P-20W SLDS workgroup is in the process of designing a state-level interagency data

governance structure to set state policies that guide data collection, access, and use. A data governance coordinator will be appointed by the Council in Year 1 who will have authority to manage the data governance process across all participating agencies and programs and to serve as a liaison between the agencies, councils and related planning committees/workgroups. Also in Year 1, interagency policies and formal agreements will be designed and executed to facilitate data sharing, ensure data quality, protect privacy, security, and confidentiality; and ensure interoperability between multiple data systems and users.

Table (A)(1)-1: Children from Low-Income⁹ families, by age

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	17,942 (1)	49.3%
Toddlers ages 1 through 2	36,566 (1)	49.6%
Preschoolers ages 3 to kindergarten entry (1)	53,961(2)	48%
Total number of children, birth to kindergarten entry, from low-income families (1)	107,213 (3)	49%

(1) State data were calculated from the 2009-2011 American Community Survey.

(2) National Center for Children in Poverty (NCCP) 2013
(http://www.nccp.org/profiles/NV_profile_8.html (3-5 years old).

(3) National Center for Children in Poverty (NCCP) 2013
(http://www.nccp.org/profiles/NV_profile_8.html (<6 years old).

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays¹⁰+	23,630*	10.80%
Are English learners¹¹	34,789*	15.90%
Reside on "Indian Lands"	1,029**	.5%

⁹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

¹⁰ For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

¹¹ For purposes of this application, children who are English learners are children birth through kindergarten entry that have home languages other than English.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Are migrant¹²	654*	0.03%
Are homeless¹³	6,402***	2.90%
Are in foster care	2,422****	1.1%

Percentages of children were calculated based on the 2009-2011 American Community Survey, representing information from the years 2009 to 2011. There are a total of 218, 802 children in Nevada ages birth to kindergarten (0-5 years old).

**Number of children were estimated based on the K-12 information available on the Nevada Accountability Report, estimate based on % of children that have disabilities developmental delays, are reported as "LEP = Students with Limited English Proficiency, and are Migrant in K-12 and applied to number of children under 6 in the state. For children with disabilities or developmental delays, the Part B Child Count data as of 10/1/12 in the state is 4,843. However, given that this number is only children who seek and receive services from 3-5 years old, we feel this is a gross underestimate of the true number of children in the state. Therefore, we feel the estimate provided is a more accurate picture of the children in our state.*

***State data were calculated from the 2010 US Census Summary File for all children 0-5 years of age.*

****There are a total of 218, 802 children in Nevada ages birth to kindergarten (0-5). In 2010, <http://www.homelesschildrenamerica.org/pdfs/NV.pdf> estimates that there were 15,243 homeless children. Estimate based on research that 42% of homeless children are ages 0-5. For more information, see Burt, M. et al. (1999). Homelessness: Programs and the People They Serve. Washington, DC: The Urban Institute. Retrieved from www.urbaninstitute.org.*

*****Data received from the Division of Child and Family Services on children 0-5 years old and is current as of 9/23/13. Percent based on a total of 218, 802 children in Nevada ages birth to kindergarten (0-5)*

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Specify: Data Source and Year: October 1 head count from 2012; Data Provided by NDE</i>	Not Applicable – This population not served	Not Applicable – This population not served	1,393	1,393

¹² For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

¹³ The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Early Head Start and Head Start¹⁴ <i>Data Source and Year: 2011-2012 Enrollment Status Report</i>	267	694	3,643	4,604
Programs and services funded by IDEA Part C / Early Intervention <i>Data Source and Year: TRAC Database as of 12/1/12</i>	388	2,165	N/A	2,553
Programs and services funded by Part B	N/A	N/A	4,843	4,843
Programs funded under Title I of ESEA <i>Data Source and Year: NDE ePage Database; 2013 7 districts use Title I funds for Pre-K to either support their State Pre-K programs (included in State Pre-K Numbers above) or operate "Title I only/Striving Readers" funded programs FY12-13</i>	N/A	N/A	Clark- 1,978+520=2,498 Washoe- 197+40=237 Lyon- 480 Douglas- 40 (Striving Readers)	3,255
Programs receiving funds from the State's CCDF program <i>Data Source and Year: Nevada Child Care System Caseload Reports (06/2012 through 05/2013) Monthly Average</i>	372	1,286	2,196	3,853
Other: Home Visiting <i>Nevada ACA MIECHV database: enrollees from 1/01/13 to 9/23/13</i>	28	32	41	101
<i>Data fields labeled Not Applicable N/A indicate early intervention programs that limit enrollment by age group; therefore no children of that age can be served by that program.</i>				

¹⁴ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple ELD programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool <i>Specify: Data Source and Year: October 1 head count from 2012; Data Provided by the NDOE</i>	811	74	37	73	0	77	371
Early Head Start and Head Start ¹⁵	2,629	389	84	1,050	40	192	2,324
Early Learning and Development Programs funded by IDEA, Part C -EIS	956	13	83	233	24	1,032	212
Early Learning and Development Programs funded by IDEA, Part B, section 619; 3-5 yr olds <u>TO</u> Kdg (PS only) 10/1/12	1,742	57	113	453	42	249	2,187
ELD Programs funded under Title I of ESEA*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Learning and Development Programs receiving funds from the State's CCDF program <i>Data Source and year: ACF 801 reports (01/2012 - 12/2012) Monthly Average</i>	1,904	51	92	1,842	69	113	1,471
Other: Home Visiting* <i>Data Source and Year: Nevada ACA MIECHV database as of 9/23/13</i>	50	0	4	31	1	3	7
<i>*This data is not currently collected at the state level</i>							

¹⁵ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Supplemental State spending on Early Head Start and Head Start¹⁶	0	0	0	0	0
State-funded preschool <i>Data Source: NDE</i>	3,338,875	3,338,875	3,338,875	3,338,875	3,338,875
State contributions to IDEA Part C	15,326,518	16,133,835	19,255,832	19,141,801	20,444,655
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	14,430,080	14,503,287	14,550,316	13,696,00	15,331,450
Total State contributions to CCDF¹⁷	22,792,184	21,733,797	14,065,080	18,138,461	13,337,791
State match to CCDF Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)	MET	MET	MET	MET	MET
TANF spending on Early Learning and Development Programs¹⁸	0	0	0	850,000	0
Other State contributions Specify: Autism	997,920	1,095,566	788,414	1,844,503	2,323,713
Specify: Programs funded under Title I of ESEA *Estimated figures based on NDE ePAGE reporting system and district reporting	10,049,875	13,352,077	13,558,237	14,246,124	12,258,177
Home Visiting <i>Data Source: ACA MIECHV – Nevada Home Visiting Program</i>	0	0	0	0	390,566
Total State contributions:	66,935,452	70,157,437	65,556,754	57,559,764	66,601,026
<i>Data Source: NDE and DHHS Fiscal Staff – includes budget numbers through SFY 2012-13.</i>					

¹⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

¹⁷ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁸ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

(Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs)

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁹				
	2009	2010	2011 ²⁰	2012 ¹⁷	2013 ¹⁷
State-funded preschool (annual census count; e.g., October 1 count) Specify: NDE Early Childhood Database	1,123	1,123	1,123	1,249	1,393
Early Head Start and Head Start²¹ (funded enrollment)	3,116	3,462	3,462	N/A	N/A
Programs and services funded by IDEA Part C - Early Intervention (annual December 1 count)	3,351	4,316	2,544	2,553	N/A
Programs and services funded by Part B, section 619 (annual December 1 count) NV=10/1/12 count. Number includes Pre-K (3-5)	4,711	4,945	4,637	4,843	NA
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	N/A	2,477	2,196	2,175	3,255
Programs receiving CCDF funds (average monthly served)	6,434	7,251	8,636	5,933	N/A
Other: Nevada Home Visiting Describe: Nevada MIECHV database as of 9/23/13	0	0	0	0	101
N/A indicates data not available at the time of this grant. 2013 count for Parts B and C of IDEA are tallied as of 12/1, which remains in the future at the time of this writing.					

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X

¹⁹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

²⁰ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

²¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Social and emotional development	X	X	X

Nevada’s Infant Toddler Learning Guidelines and Pre-K Standards are aligned to our K-12 learning standards and are in process of being aligned to the recently adopted Common Core Standards.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	Determined locally	PPVT EOWPVT	ECERS-R ELLCO	Limited through the ECERS-R; some programs piloting CLASS	
Early Head Start and Head Start²²	X	X	X	X	X-Family Development Matrix
Programs funded under IDEA Part C	X	X			X-Child Outcomes Measurement
Programs funded under IDEA Part B, section 619	X	X			X-Early Childhood Outcomes data required by OSEP
Programs funded under Title I of ESEA	Determined locally	Determined locally	Determined locally		
Programs receiving CCDF funds*	N/A	N/A	N/A	N/A	N/A
Current Quality Rating and Improvement System requirements <i>Specify by tiers:</i> Required for all Tiers*	X	X	X		
State licensing requirements***	X	X			

²² Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State
Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Home Visiting - Nevada ACA MIECHV	X	X			X-Benchmark Data required by MIECHV (Maternal & Infant Early Childhood Home Visiting)

ECERS-R = Early Childhood Environmental Rating Scale-Revised

ELLCO = Early Language and Literacy Classroom Observation

EOWPVT = Expressive One-Word Picture Vocabulary Test

CLASS = Classroom Assessment Scoring System

OSEP = Office of Special Education Programs

PPVT = Peabody Picture Vocabulary Test

*Programs receiving 15% additional subsidy dollars for accreditation would be conducting comprehensive assessment to meet accreditation requirements. They are not included here as there are no data collected on the assessment instruments used.

**See Appendix M for Silver State Stars description and details

*** Child Care Licensing regulations require screening and regular assessment. However, use of a specific tool is not required.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health & safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool* <i>Specify</i>	X	X ¹	X	X	
Early Head Start and Head Start	X	X	X	X	X ²
Programs funded under IDEA Part C		X			
Programs funded under IDEA Part B, section 619		X ¹	X ⁴		X ⁵
Programs funded under Title I of ESEA					X-Must meet federal reqmts

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health & safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements <i>Specify by tier:</i> Required for all Tiers	X	X	X		
State licensing requirements	X	X	X		
Home Visiting – Nevada ACA MIECHV	X	X	X		

*Health and Safety practices as measured through the ECERS

1. Defined locally

2. Oral & mental health screening and treatment

3. As part of the eligibility process for Special Ed services

4. Wellness Policy

5. Zero Tolerance for Bullying Policy

Health and Safety practices are built in to all levels of the Silver State Stars. Please see Silver State current pilot re-test model in Appendix M.

Table (A)(1)-9: Elements of a high-quality family engagement strategy required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool <i>Specify: NV legislation</i>	<p>Per Nevada Legislation, all state Pre-K programs must include longitudinal measures of the developmental progress of children and parental involvement in the program before and after their completion of the program. All programs are required to have a parental involvement component which includes reporting on three Parent Involvement program indicators. These indicators are:</p> <ul style="list-style-type: none"> • Ninety-two percent (92%) of participating adults with children enrolled in Early Childhood Education for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year. • Seventy percent (70%) of first-year Early Childhood Education parents will increase the amount

Table (A)(1)-9: Elements of a high-quality family engagement strategy required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>of time they spend with their children weekly within a reporting year.</p> <ul style="list-style-type: none"> • Seventy percent (70%) of first-year Early Childhood Education parents will increase the amount of time they spend reading with their children within a reporting year.
Early Head Start and Head Start	<p>Early Head Start and Head Start are required to meet the Head Start Program Performance Standards related to parent involvement (45, CF Chapter XIII). Strategies include, but are not limited to involving parents in leadership roles, welcoming and encouraging families to observe and participate with their children, and increasing family access to materials that further literacy development. Head Start and Early Head Start are encouraged to use the Family and Community Engagement (PFCE) Framework (2011) to further meaningful family engagement.</p>
Programs funded under IDEA Part C	<p>Families are partners in the development and implementation of their child's Individualized Family Service Plan (IFSP). Families carry out activities during their daily routines to maximize their child's potential for learning and practice. All strategies are embedded into the family's natural environments including home, child care, preschool, play groups, etc.</p>
Programs funded under IDEA Part B, section 619	<p>Assembly Bill 224 –Revises provisions governing parental involvement in education. Summary of Statute Provisions (which became effective on July 1, 2011):</p> <ul style="list-style-type: none"> • Creates the Office of Parental Involvement and Family Engagement within the Department of Education and requires the Superintendent of Public Instruction to appoint an employee of the Department to serve as the Director of the Office. • Outlines an extensive list of responsibilities and expected outcomes of the Office of Parental Involvement and Family Engagement in Section 3 of the bill. • Authorizes the board of trustees of a school district to establish an advisory council on parental involvement and family engagement to work in conjunction with the State Parent Advisory Council. • Revises the required annual report of accountability information for the public schools by school districts and charter schools to include information on the involvement of parents and the engagement of families in the education of their children. • Requires the Commission on Professional Standards, in cooperation with the Office of Parental Involvement and Family Engagement, to adopt regulations prescribing course work on parental involvement and family engagement on or before December 31, 2011. • Adds the Director of the Office of Parental Involvement and Family Engagement to the membership of the Statewide Council for the Coordination of Regional Training Programs and requires the Statewide Council, to establish a statewide training program for teachers and administrators concerning effective parental involvement and family engagement to include training on how to involve parents and engage families and how to work with parent liaisons in public schools. • Includes an appropriation to the Department of Education to support the hiring of a Director of the Office of Parental Involvement (on or after October 1, 2011) and support for the Advisory Council in the amount of \$77,126 for FY12 and \$101,594 in FY13.

Table (A)(1)-9: Elements of a high-quality family engagement strategy required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs funded under Title I of ESEA	<p>Section 1118 of ESEA describes extensive requirements for parental involvement including, among other requirements, meaningful communication and training for parents. Each school and district must have and implement written parent involvement policies. Requirements for schools and districts to reach out to parents relative to pre-kindergarten transition and parent involvement/support are outlined.</p> <p>School/Parent/Student Compacts developed jointly with parents describe how parents, school staff and students will share the responsibility for improved student academic achievement. Additionally, throughout ESEA parent involvement is emphasized in areas such as school choice options, supplemental education services, and notifications.</p>
Programs receiving CCDF funds	<p>There are currently no family engagement strategies required; however, training materials and activities to support parent involvement have been integrated into all the content area materials.</p>
<p>Current Quality Rating and Improvement System requirements</p> <p><i>Specify by tier:</i></p> <p><i>1 Star – Licensing requirements listed below</i></p> <p><i>2 Star – Centers must meet a minimum of 4 criteria</i></p> <p><i>3 Star – Centers must meet a minimum of 8 criteria</i></p> <p><i>4 & 5 Star – Centers must meet a minimum of 12 criteria</i></p>	<p>The Silver State Stars TQRIS required criteria are organized around four key categories, one of which is Family and Community Partners. There are 20 specific strategies of which a minimum number is required at each star level. These include:</p> <ol style="list-style-type: none"> 1) Families are encouraged to tour center before enrolling child 2) Center has a documented procedure to receive family feedback on program quality 3) Center has an advisory or governing board which includes at least one parent 4) Parent teacher conferences are scheduled on a regular basis 5) Families' feedback is used to develop a written plan for program improvement 6) Center has a parent advisory board or association 7) Center has a written plan for family involvement 8) Program distributes a quarterly newsletter to families 9) A written procedure is in place to help families transition children to the next classroom, other programs, or school Center offers quarterly family involvement activities 10) Materials from community agencies are available for families at the center 11) Center provides written program information for families in their home language 12) Staff is available to attend IEP/IFSP meetings with family and service providers 13) Center offers quarterly classes or training opportunities for parents 14) Breastfeeding materials and information are available for families at the center 15) Center has a communication form families can use to communicate with teachers 16) Center offers an annual class or training provided by an outside agency for parents. 17) Center offers annual class or training opportunity focused on health, physical activity, or nutrition for parents 18) Center collaborates with a community agency 19) Center offers quarterly family involvement activities 20) Parent teacher conferences are scheduled on an as needed basis

Table (A)(1)-9: Elements of a high-quality family engagement strategy required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State licensing requirements	Nevada licensing requires that directors of child care facilities work with parents and include them, whenever possible, in the programming and functioning of activities. Employees must be oriented within two weeks of employment regarding the policies and practices for relating to parents. Written curricula must be available for parental review each day, and curricula should reflect the child and family background.
Home Visiting – Nevada ACA MIECHV	<ul style="list-style-type: none"> • Agency has written plan for family involvement • Agency has procedure to measure family satisfaction • Materials from community agencies are available for families at the center • Agency compiles and provides written program information for families in their home language when possible (English, Spanish) • Breastfeeding materials and information are available for families at the agency • Center offers annual class or training focused on health, physical activity, or nutrition • Agency collaborates with other community agencies, and has an extensive written procedure for referral processes • Agency offers bi-monthly family involvement or “socialization” activities/meetings

[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]

Table (A)(1)-10: Status of all early learning and development workforce credentials²³ available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Pre-Level	Not available	823	14.5%	Individuals placed at this level have applied for Career Ladder placement and are active members, but have not yet accumulated the 1000 hours of direct experience in the field of ECE necessary to place at a level.

²³ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials²³ available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Level 1	Not Available	2,750	48.4%	1.1 Meet Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience 1.2 All of 1.1 plus a high school diploma/GED 1.3 All of 1.1, 1.2 and 1 ECE college credit or 15 hrs. approved training
Level 2	Not Available	1,084	19.1%	2.1 Current CDA or 8 ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CKA training, and 2000 hrs. direct experience 2.2 12 ECE college credits and 3000 hrs. direct experience
Level 3	Not Available	364	6.4%	3.1 Apprenticeship Certificate or 20 ECE college credits and 4000 hrs. direct experience 3.2 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hrs. direct experience
Level 4	Not Available	198	3.5%	4.1 Associate's degree in ECE or Associate's degree in another <i>field</i> with 30 or more ECE college credits 4.2 All of 4.1 and 4000 hrs. direct experience
Level 5	Not Available	339	6.0%	5.1 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching license containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits 5.2 All of 5.1 and a 4000 hrs. direct experience
Level 6	Not Available	107	1.9%	6.1 Master's degree in ECE or Master's degree in another field with a state teaching license containing an ECE endorsement or Master's degree in another field with 30 or more college credits 6.2 All of 6.1 and 4000 hrs. direct experience

Table (A)(1)-10: Status of all early learning and development workforce credentials²³ available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Level 7	Not Available	12	.3%	7.1 Doctorate in ECE <i>or</i> Doctorate in another field with a state teaching license containing an ECE endorsement <i>or</i> Doctorate in another field with 30 or more ECE college credits 7.2 All of 7.1 <i>and</i> 4000 hrs. direct experience
Birth-2 nd Grade Early Childhood License*	Not Available	665	Not Applicable	To receive a special license to teach pupils from birth through the second grade, a person must hold a bachelor's degree or graduate degree from an accredited college or university and must meet additional early childhood coursework and student teacher requirements for that age group described at the NDE website.*
Early Childhood endorsement - developmentally delayed*	Not Available	590	Not Applicable	To qualify for the Early Childhood Developmentally Delayed endorsement, a person must have completed a program of special education, approved by the Board, for children who have disabilities and who are under 8 years of age plus other requirements described at the NDE website.**

Data presented for pre-level through level 7 in this table are accurate as of 9.21.13 and obtained from the Nevada Registry. These numbers are not inclusive of all "Early Childhood Educators" in Nevada as defined the ELC application. These numbers represent only those who are active members of The Nevada Registry. As of January 2013 Nevada Registry registration is mandatory. Whether degree coursework aligns with the Nevada Core Knowledge Areas and Competencies is not tracked. People with early childhood degrees from institutions outside of the state submit transcripts and are placed on the Career Ladder, but analysis of alignment with the CKAs and competencies is not performed at this time.

*Numbers of credentialed teachers, by credential, were provided by NDE teacher licensure office for the 2013 school year. No percentages are calculated for early childhood endorsements issued by NDE. Teachers working in state pre-K and title I funded early childhood classrooms must have one or more of these credentials by statute, but early childhood programs in public schools are not regulated by child care licensing. Excerpted from http://nvteachers.doe.nv.gov/EarlyChildhood_Birth2nd.htm

** excerpted from http://nvteachers.doe.nv.gov/ExceptionalPupils_EarlyChildhoodDev.htm

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
University of Nevada, Reno <ul style="list-style-type: none"> Master of Science in Human Development & Family Studies (non-licensure) Bachelor of Science in Human Development & Family Studies (non-licensure) Bachelor of Science in Child Development (non-licensure) Bachelor of Science in Integrated Elementary Teaching (licensure program) 	<ul style="list-style-type: none"> 6 59 11 New program – 1 graduate in 2012/2013 	Yes
University of Nevada, Las Vegas <ul style="list-style-type: none"> Master of Education in Early Childhood Education Master of Education in Special Education; Emphasis in Early Childhood Education Bachelor of Science in Early Childhood Education (Licensure track available) 	<ul style="list-style-type: none"> 34 14* 24 	Yes
College of Southern Nevada <ul style="list-style-type: none"> Associate of Arts Degree in Early Childhood Education Associate of Applied Science Degrees related to ECE <ul style="list-style-type: none"> Child Care & Education Emphasis Director Infant/Toddler Education Teacher Aide Education Certificate of Achievement in Early Childhood Education <ul style="list-style-type: none"> Infant/Toddler Education Emphasis Preschool Education Emphasis 	<ul style="list-style-type: none"> 12 4* <ul style="list-style-type: none"> 0 3 1 0 4 <ul style="list-style-type: none"> 1 3 	Yes
Great Basin College <ul style="list-style-type: none"> Associate of Arts Degree in Early Childhood Education Associate of Applied Science Degrees related to ECE <ul style="list-style-type: none"> Early Childhood Emphasis Infant/Toddler Education Certificate of Achievement in Early Childhood Education 	<ul style="list-style-type: none"> 14 4 <ul style="list-style-type: none"> 2 2 1 	Yes
Truckee Meadows Community College <ul style="list-style-type: none"> Associate of Arts Degree in Preschool/Kindergarten Education and Teaching Associate of Applied Science Degree r/t ECE <ul style="list-style-type: none"> Early Childhood Emphasis Director 	<ul style="list-style-type: none"> 5 11 <ul style="list-style-type: none"> 5 	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

<ul style="list-style-type: none"> ▪ Infant/Toddler Education ▪ Preschool Education • Certificate Early Childhood Education and Teaching • Certificate Child Service and Support Services Management 	<ul style="list-style-type: none"> ▪ 1 ▪ 1 ▪ 4 • 6 • 0 	
Western Nevada College <ul style="list-style-type: none"> • Associate of Applied Science Degree Related to ECE - Child Care Provider/Assistant (<i>No new enrollments into program</i>) • Certificate of Achievement in Early Childhood Education 	<ul style="list-style-type: none"> • 8 • 2 	Yes

All data are provided from the Nevada System of Higher Education (NSHE) for the 2011-2012 academic year. <http://www.nevada.edu/ir/AwardsbyCIP.php> *Specific departments were contacted to obtain more detailed information on specialized concentrations when not provided on the NSHE website.

Common course numbering and alignment with core knowledge areas has been completed by the colleges and universities indicated in this table. Commitments have been made to align core competencies more accurately and consistently during meetings scheduled for 2012.

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment

State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (Specify)	Teaching Strategies Gold	Teaching Strategies Gold	Teaching Strategies Gold	Teaching Strategies Gold	Teaching Strategies Gold
Evidence of validity and reliability? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for English learners? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	Y	Y
How broadly administered? Following the pilot phase (2013-2014), the total number of children to be assessed in Year 1	5,160 12 % of state	5,160 12 % of state	5,160 12 % of state	5,160 12 % of state	5,160 12 % of state

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
(2014-15) = 21,500; and numbers will increase each year. By Year 4 (2017-2018), 100% of elementary schools will be implementing Silver State KIDS (43,000 kids).					
Results included in Statewide Longitudinal Data System? (Y/N)	Will be included	Will be included	Will be included	Will be included	Will be included

Table (A)(1)-13: Profile of all early learning and development data systems used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation & attendance
CCDF	X			X			X
IDEA Part C Tracking Resources and Children TRAC	X	X	X	X			
NEIS (Part C)	X	X	X	X		X	X
Part B Sec 619	X		X	X	X	X	X
State Pre-K	X		X	X	X	X	X
The Nevada Registry		X			X		
Child Care Licensing*			X		X	X	
MIECHV	X		X	X			
*Child Care licensing tracks the number of children sites can enroll, records of substantiated and unsubstantiated complaints filed against licensed providers, and whether the site is accredited or not. Substantiated complaints are publicly available upon request. The Licensing office is in the process of making complaint records publicly available online. Licensing also ensures that licensed providers meet the requirements for annual training hours and core							

knowledge areas required annually and ongoing.

Child care regulations were revised to phase in requirements to register with The Nevada Registry, including placement on the Career Ladder. However, that database is not a requirement for NDE teachers or programs and does not link to any other databases in the state at this time. The Children's Cabinet, Inc., the statewide CCR&R, tracks some demographic data on providers. They are a non-profit organization, not a state government agency.

(A)(2) ARTICULATING THE STATE'S RATIONALE FOR ITS EARLY LEARNING AND DEVELOPMENT REFORM AGENDA AND GOALS.

NDE, in collaboration with DHHS, is leading efforts to build a comprehensive system of early childhood services across our state. The guiding principles of the SILVER STATE STRONG (S³) plan described in this application are:

1. Everyone who touches children's lives will have a broad awareness of the strengths, needs, and status of Nevada's children;
2. Information that improves children's development and learning will be available to inform program development, policy, and decision-making; and
3. All children will have access to high quality early learning development programs that support their readiness for school.

SILVER STATE STRONG is focused on developing an organized and coordinated infrastructure that supports an aligned and integrated system of early learning and development in Nevada. At the macro level, the S³ agenda aims to streamline the activities in Nevada that promote healthy development for infants and young children, as well as incorporate support for families, by establishing formal connections and sustainable partnerships across multiple sectors that play a key role in the state's array of early childhood services and supports. By engaging in systems development, integration of key initiatives, strengthening partnerships between state and local systems, and leveraging existing resources, this collective impact initiative is focused on strengthening the quality of and access to services and supports for families and young children to create an environment in Nevada where individuals, families, schools and workplaces have the capacity and commitment to help children thrive and equip them to succeed throughout life.

This initiative will strengthen the cross-agency and statewide coordination that is critical to achieving collective impact by focusing resources on shared priorities that will achieve jointly identified outcomes to improve the quality and availability of early childhood services across Nevada and to strengthen individual communities for families with young children. The array of early childhood programs and services that support healthy child development will be organized

within a cohesive system that is coordinated and aligned across agencies, sectors and communities.

The **S³** plan is grounded in the following theory of change that was introduced on page 12:

READY FAMILIES + READY EDUCATORS + READY SCHOOLS + READY COMMUNITIES + READY SYSTEMS = CHILDREN ARE READY FOR SCHOOL.

The elements of this equation are defined as follows:

“Ready Families” have adults who understand they are the most important people in the child’s life, understand age appropriate development, and support school readiness. They recognize their role as a child’s first and most important teacher, provide steady, supportive care, ensure safe and consistent environments, promote good health, and foster excitement about learning.

“Ready Educators” are skilled teachers who understand age appropriate development, possess the skills to develop appropriate curriculum based on children’s development, recognize, reinforce, and extend children’s strengths and who are sensitive to cultural values and individual differences, including children with special needs.

“Ready Schools” accept all children and provide a seamless transition to a high-quality developmentally appropriate learning environment by engaging families and the whole community. A ready school welcomes all children and their families with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are supported by ready educators.

“Ready Communities” provide support for families in their role as primary stewards of children’s readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, work together to support children's school and long-term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities.

“Ready Systems” describes the availability, quality, and affordability of proven programs that influence child development and school readiness. It also includes the degree to which public and private agencies promote policies and practices, including data collection, that

enhance access to needed supports, information, and tools that help all other components (family, educators, schools and children) enable children to be ready for school.

(A)(2)(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers

SILVER STATE STRONG (S³) articulates an ambitious, bold and clear plan for Nevada’s early childhood system reform agenda that is achievable and will reform Nevada’s system of early learning and development, resulting in improved school readiness for all children, especially those with high needs. The S³ agenda is driven by three major goals:

GOAL 1. Improve Program Quality And Outcomes For Young Children

GOAL 2. Increase The Number Of Children With High Needs Attending High-Quality Early Learning And Development Programs

GOAL 3. Close The Achievement Gap Between Children With High Needs And Their Peers By Supporting Efforts To Increase Kindergarten Readiness

SILVER STATE STRONG’s four major projects are structured to align with these goals, and will be integrated to achieve the following specific and measurable outcomes by 2017:

1. IMPROVE PROGRAM QUALITY AND OUTCOMES FOR YOUNG CHILDREN

Project 3: Silver State SKILLS will strengthen incentives and supports for 130 early childhood educators to attain early childhood degrees, earn a livable wage, and improve environments for and interactions with children and their families.

Project 4: Silver State Supports will help working families of children with high needs to access high-quality ELD programs that meet those needs by providing 228 additional full-day, full-year programs, coupled with transportation; meals; family support services.

2. INCREASE THE NUMBER OF CHILDREN WITH HIGH NEEDS ATTENDING HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT PROGRAMS

Project 1: Silver State Stars will expand participation of ELD programs statewide that receive subsidies and serve children with high needs to 100% by 2017.

Project 2: Silver State KIDS will administer a common, statewide kindergarten entry assessment to 100% of children enrolled in public elementary school that is aligned with early learning standards; covers all essential domains of school readiness; is valid, reliable, and appropriate for all children; and is reported to statewide data systems.

Project 3: Silver State SKILLS will increase, by 7% per year, the number of early childhood educators who are participating and progressing on the Nevada Career Ladder and Pathways to Proficiency, and integrate mentoring and coaching into degree and non-degree training for early childhood educators.

Project 4: Silver State Supports will increase by 60% the number of children with high needs that receive developmental screening and are referred for developmentally appropriate services in their community.

3. CLOSE THE ACHIEVEMENT GAP BETWEEN CHILDREN WITH HIGH NEEDS AND THEIR PEERS BY SUPPORTING EFFORTS TO INCREASE KINDERGARTEN READINESS

Project 1: Silver State Stars (TQRIS) will maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs by increasing the participation of publicly funded ELD programs to 100% and providing incentives to high-quality providers.

Project 2: Silver State KIDS will conduct formative assessment upon kindergarten entry for 43,000 children by Year 4, generating data that will be used to increase Pre-K educators' awareness and documentation of children's development and skills so that achievement gaps are minimized because children receive relevant instruction and supports based on their individual strengths and needs.

Project 3: Silver State SKILLS will deliver joint training annually for 1,500 early childhood educators, K-3rd teachers, principals and administrators on social-emotional supports and interactions with children and their families, especially those with high needs.

SILVER STATE STRONG is a collaboratively developed and comprehensive framework for early childhood that aligns and supports Nevada's statewide infrastructure to ensure that children enter school ready to learn and families are equipped to be successful. By infusing a "whole child" approach systemically throughout every county and school district, we will build

capacity over the next four years to provide evidence-based child assessments, quality learning programs and environments, data-informed policies and community supports that are aligned across all early childhood education settings that serve children and their families.

(A)(2)(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals

Over the next four years, full implementation of SILVER STATE STRONG will result in a truly comprehensive early childhood system in Nevada, characterized by a connected infrastructure of effective, integrated services and systems that promote school readiness, support young children with high needs and their families, and strengthen partnerships between state and local systems.

At the state level, this reform agenda will:

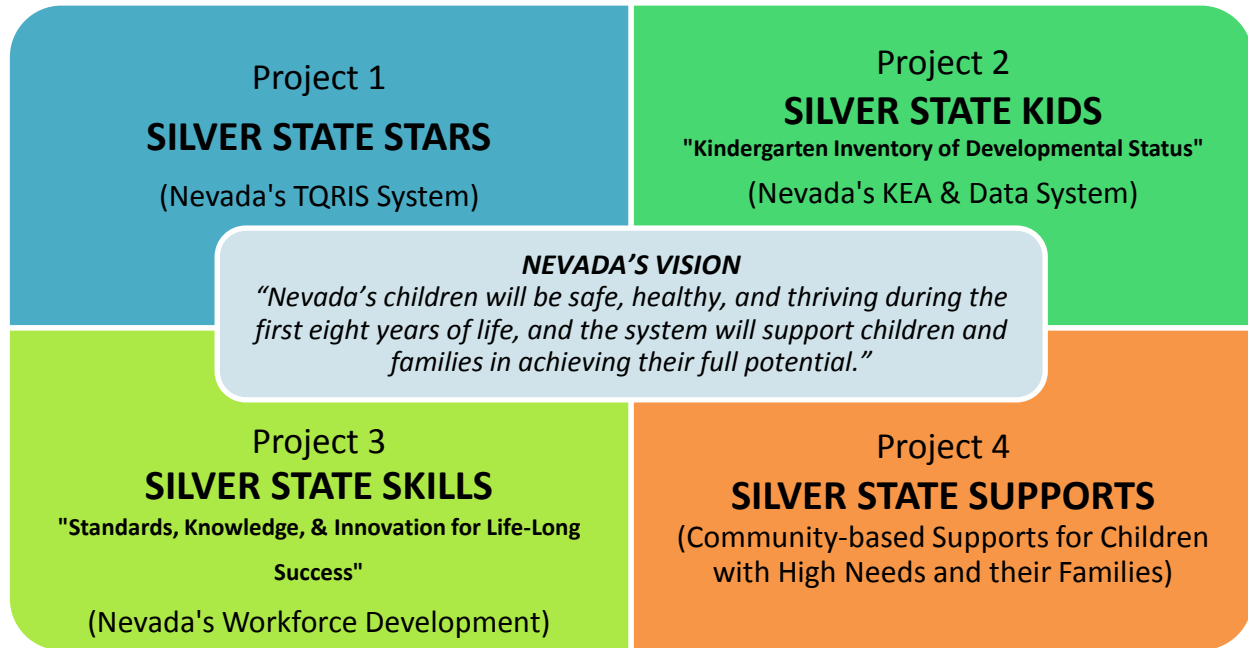
1. Align Nevada’s cross-system coordination structure and forum for leadership in Nevada’s early childhood system to integrate planning, share resources, reduce redundancies, address policy barriers, and establish shared accountability for jointly defined outcomes;
2. Utilize the restructured leadership model described in (A)(3), with the NDE taking on a primary role to ensure alignment of policies, programs and funding, along with data-driven decision making to improve program quality and ease of access to services for children and their families;
3. Strengthen the statewide network of local councils that promote and support the education, health and wellness of children and their families in their communities; and
4. Ensure sustainability of the improved early learning and development outcomes achieved through SILVER STATE STRONG by securing ongoing legislative and private sector support through the frequent sharing of information about the research regarding the return on early childhood investments.

At the local level, this reform agenda will:

1. Strengthen the skills and knowledge of the early childhood workforce to provide integrated, family-centered, evidence-based services, including home visiting services and developmental assessments in a range of settings;

2. Increase family, school, provider and community awareness of how to promote and support healthy learning and development in children; and
3. Implement a comprehensive early childhood system of care for each community's young children and their families to foster positive social and emotional development so that better outcomes are achieved for children.

Nevada will use RTT-ELC support to fund the scaling up of the multiple initiatives already underway, and will creatively leverage existing resources across the state to create a sustainable system that gives families, schools and communities the capacity and the commitment to help children thrive and equip them to succeed throughout life. The **S³** framework and overview is graphically depicted below:



The resulting comprehensive early childhood system will promote positive cognitive, social and emotional development for young children, especially those with high needs. This will occur through the priority strategies that will engage not only the ECE providers and stakeholders, but also families, private sector "investors" and local communities to understand their role and the value in supporting school readiness. The four major projects are integrally linked, and work together in a complementary way to achieve the goals of the **S³** initiative.

Once implemented, the increased capacity of the early childhood workforce, the improved

quality of ELD programs, and the expanded range of community-based supports will result in an integrated and accessible array of educational, social, emotional and environmental supports for young children and their families. The program will build upon and strengthen services that are already in place, and establish new services where gaps exist.

An outline of the **S³** plan is provided below that summarizes how, when taken together implementation of the activities encompassed in each of the four major projects will achieve the three overarching goals of SILVER STATE STRONG. Details of this plan are described further in each section of the application and in the full implementation plan and timeline (*see Appendix N*).

High Level Implementation Plan and Timeline

Responsibility & Resources	Project, Goals and Activities				
		Y1	Y2	Y3	Y4
PROJECT 1: SILVER STATE STARS (TQRIS)					
Sub-Goals:					
A) Improve outcomes for young children in Nevada ELD programs through increased participation in order to improve quality.					
B) Increase alignment with Nevada ELD Standards and alignment of those standards to P3.					
NDE: Office of Educational Opportunity – Division of Early Learning and Development	All ELD programs with 30% or more children on subsidy required to participate in Silver State Stars			X	X
	100% of state-funded Pre-K programs will be included in Silver State Stars			X	X
	Publically funded preschool programs located in the same school site as participating state-funded preschool will be required to participate			X	X
T.E.A.C.H./Child Care Licensing	Require participation for all centers participating in TEACH	X			
NDE: Office of Educational Opportunity – Division of Early Learning and Development	Launch provider- and family-friendly website	X			
	Begin training coaches and assessors to reliability in ERS in order to substantially increase capacity of QRIS	X	X		
	CLASS observer training and certification for QRIS coaches	X	X	X	X
	Develop Home Provider model and launch pilot	X	X	X	
	Continue to collect validation data on all participating programs	X	X	X	X
	Collect random sample of child-level data	X	X	X	X
	SBE approval of Early Learning Guidelines (ELG), print and make available online	X			
NECAC Workgroup, NDE-SBE	Review and revise Pre-K Standards including gaining SBE approval, printing, and making available online	X			
NDE-DELD	Add assessment data from ECE programs participating in the QRIS into a community-level data mapping tool.	X	X	X	X
PROJECT 2: SILVER STATE KIDS (KEA)					
Sub-Goals:					
A) Promote use of TSG developmental screening in Pre-K settings.					
b) Understand the status of children’s learning and development at kindergarten entry.					

D) Coordinate data collection and use policies across agencies to align programs. E) Enable data-driven decision making.				
NECAC/HSSC & ECSO	Convene Developmental Screening workgroup to develop communication plan and identify additional partners. Review work plan. Schedule meetings for the year. Coordinate avenues for increasing parent and caregiver support to ASQ. Update workgroup on pilot using TSG in specified counties.	X		
The Nevada Registry	Coordinate Train the trainer event for so communities are prepared to train teachers of children birth through kindergarten using TSG		X	X
NECAC/NDE Public Information Officer DHHS Public Information Officer	Create a communication plan that articulates how stakeholders will receive communication about the project. Incorporate information on Silver State KIDS into existing family engagement activities, such as parent conferences	X		
NECAC/HSSC & ECSO The Nevada Registry	Develop training calendar. The training calendar must include a train the trainer learning institute, two-day initial training for all teachers using the assessment, and training for administrators in understanding and using assessment data	X		
	Schedule and train local teachers. Teachers will train for two-days to become fluent in the assessment. Online modules are available for follow-up questions as well as to address any unanticipated teacher turnover	X	X	X
HSSC & ECSO	Define parameters for timing of assessment administration, to include considerations for full day and half-day kindergarten and non-traditional calendars	X		
	Provide TA to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment	X	X	X
NECAC, P-20W Council NDE Information Technology DHHS PSA's	Work with the P-20W Council to develop through its state data governance workgroup to set and implement state policies that guide data collection, access, and use	X		
	Establish data-sharing agreements to develop formal documents that define how data would be linked and used		X	X
	Develop user-friendly and efficient reporting and information sharing mechanisms that facilitate data sharing with districts, classrooms, and families about child progress	X	X	
	Define how pre-K sites will use the assessment, and, develop data sharing agreements to facilitate integration of the data		X	X
NDE, RPDPS	Use data sharing to support peer mentoring to facilitate improved outcomes	X	X	X
HSSC & ECSO	Work with assessment vendor to integrate data with local information systems at the district level, via upload into district systems (e.g. Infinite Campus, Power School)	X	X	X
HSSC & ECSO	Evaluate the results of Phase I implementation, answering to the degree possible the evaluation questions. Evaluation should include recommendations to improve the next phase	X		
	Complete inter-rater reliability evaluation and conduct validity study	X	X	X
NDE	Launch communications plan to share findings from Phase I		X	X

DHHS	with parents, agencies, districts, ECE programs, and other stakeholders				
The Nevada Registry	Train additional trainers to train teachers and program staff designated for participation in KEA			X	X
HSSC & ECSO	Provide an annual report to all stakeholders on outcomes and progress	X	X	X	X
	Work with the Nevada Head Start Association to link child-level demographic and developmental data and program site information for all funded programs in the state to the statewide ECE data system			X	X
PROJECT 3: SILVER STATE SKILLS Sub-Goals: A) Increase alignment and implementation of Core Knowledge and Competencies throughout the early childhood professional development system & develop a progression of early childhood credentials. B) Increase the skill level of providers in identifying the need for additional resources to help meet the health, behavioral, and developmental needs of young children in Nevada. C) Build awareness and commitment to support a continuum of high-quality early learning opportunities from birth-3rd grade. D) Provide financial and professional support to increase providers' levels throughout articulated professional development opportunities, and create a wage supplement program that encourages advancement along the articulated pathway and also increases workforce retention.					
NDE	Hire additional Education and Information Officer in Office of Early Care and Education to provide training on the ELG and Pre-K Standards	X			
NDE	Launch Nevada's Birth-3rd Grade Policy Academy	X			
The Nevada Registry T.E.A.C.H. NSHE	Develop reciprocity of relevant training opportunities between Nevada Registry and Nevada Department of Education so that relevant CEUs and Registry Training Hours can each count toward Birth-Third teachers' professional development		X		
NDE	Develop a calendar of scheduled training opportunities to address the needs of young children in Nevada connecting to QRIS/TACSEI/PBS/P3	X			
The Nevada Registry T.E.A.C.H. NSHE	Review and crosswalk the Core Knowledge and Competencies with the NAEYC Professional Preparation Standards, verify that Core Knowledge and Competencies reflect all aspects defined in the grant application, and revise the Core Knowledge and Competencies as necessary	X			
The Nevada Registry T.E.A.C.H. NSHE	Define core competencies for early childhood and early elementary educators that are aligned with the state's pre-k standards, the Common Core State Standards, and Nevada's Silver State KIDS (kindergarten entry assessment)	X			
The Nevada Registry T.E.A.C.H. NSHE	Create additional scholarship tracks within T.E.A.C.H. Early Childhood Nevada to support early childhood professionals as they advance along the Articulated Career Pathway		X		
The Nevada Registry T.E.A.C.H. NSHE	Provide trainings and professional development opportunities on Nevada ELD Standards to EC home, community and school based providers statewide including activities, resources, & DAPS on using the guidelines and ideas for families and providers	X	X	X	X

The Nevada Registry T.E.A.C.H. NSHE	Implement a wage supplement program and Education Award program to support early childhood educators increase proficiency			X	X
The Nevada Registry NDE	Crosswalk/Align Pre-K Standards to Common Core (P3) with SBE approval; Print Crosswalk and make available online (NDE, Registry, etc)	X			
	Expand opportunities for districts to engage in B-3rd initiatives at both the state and local levels through the Regional Professional Development Programs, local early childhood advisory councils, Striving Readers, pre-k standards alignment and training, NV Power of K pilot project, etc.)	X	X	X	X
NDE DHHS	Hold the Governor's Symposium in June 2014 to celebrate and inform stakeholders of accomplishments from B-3rd reform efforts and to prepare for the 2015 legislative session		X		
PROJECT 4: SILVER STATE SUPPORTS (Community-based Child -Family Supports) Sub-Goals: A) Improve connections between child care and health care providers. B) Improve health outcomes for all children through health eating, nutrition, and physical activity. C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality early childhood programs and school readiness. E) Improve implementation of effective practices at the state and local levels.					
NECAC Local ECACs NDE	Provide parents/families/caregivers with information about ECE programs available to them and improve information exchange to support their children's development	X	X	X	X
	Provide programs and services with information about the children they are serving to improve individualized teaching and learning, and to inform and support CQI	X	X	X	X
	Increase community based partnerships with state and non-profit agencies to support the screening and services to address health, behavioral, and developmental concerns:	X	X	X	X
	Convene an EC Comprehensive Systems Workgroup under NECAC to improve and increase access to developmental screening and assessment for children birth to 3	X			
NDPBH NECAC NDE	Ensure the screening referrals receive follow-up services as appropriate.	X	X	X	X
	Track developmental/ health screenings statewide for children 0-5		X	X	X
	Expand the use of ASQ and ASQ-SE statewide		X	X	X
	Expand distribution of LTSAE Milestone Moment booklets to parents, physicians, and other community providers by 25%	X	X	X	X
	Expand Home Visiting collaboration between MCH and NDE, and Parent Advisory council by sharing information, events, and utilizing web sites for dissemination of information between agencies	X	X	X	X
Nevada Registry	Develop interactive materials for online users on the ELGs	X			
	Translate ELG and Pre-K Standards into Spanish, print and available online		X		
	Crosswalk the ELGs and Pre-K Standards to the CDC Milestone Moments booklet (Learn the Signs Act Early),	X			

	print, and make available online for parents and providers to reference their child's development				
NDE, DHHS	Develop/launch a statewide messaging campaign, in coordination with Strong Start, communicating the value of investing in ELD, starting at birth		X	X	X

(A)(2)(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals

Nevada's application addresses two of the four focused investment areas in section C, and both focused investment areas in sections D and E. These investment areas represent critical elements of the SILVER STATE STRONG plan that are already underway and are fundamental to the plan's success. Each of the focused investment areas selected tie directly to Nevada's goals as articulated in (A)(2)(a). The specific rationale for addressing each area is presented below.

(C) (1) Developing and using statewide, high-quality ELD Standards.

The development and statewide use of high-quality ELD Standards will support "Ready Educators", "Ready Schools", and "Ready Communities". The Nevada Pre-K Standards describe appropriate outcomes for children at the end of their preschool experiences and about to enter kindergarten. These standards provide a framework for curriculum and instruction for all of Nevada's early childhood classrooms. The Pre-K Content Standards are guidelines for teachers and other adults to use when developing learning experiences for young children, and are grounded in the following principles:

- Children are Active Learners
- Development and Learning are Interrelated
- Growth and Learning are Sequential
- Each Child is an Individual Learner
- Development and Learning are Embedded in Culture
- Family Involvement is Necessary
- Children's Learning can be Clarified, Enriched, and Extended

These principles reinforce the need for linguistically and culturally appropriate care that is accessible, affordable and equipped to meet the unique needs of each child, including those with high needs. The Pre-K standards are used for planning curriculum, assessing growth and

development, and for sharing important information with families.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

Screening, assessment, referral and services that address the health, behavioral and developmental needs of children with high needs will support “Ready Families” and “Ready Communities”.

Nevada’s proposed approach will incorporate ongoing developmental monitoring, guidance to parents on typical development, a well-planned referral system, and coordinated developmental screening services. This facilitates earlier identification and a more coordinated response for those children with or at risk of developmental delays or disabilities. The S³ plan incorporates the following strategies to support school readiness for children with high needs:

- a) Expanded Developmental Screening: Selection, training and expanded utilization of universal developmental screening tools and approaches in child-serving settings statewide (EPSDT, ASQ, and TSG);
- b) Statewide Approach: Facilitation and support of the Developmental Screening Workgroup of the NECAC to provide leadership, guidance and advisory recommendations to NDE, DHHS, local ECACs, and state and local policy makers;
- c) Cross-system Linkages: Recruitment of cross-system/cross-agency stakeholders at the state and local level to participate in a shared statewide approach that focuses on improved coordination among providers from different systems in order to remove service barriers for families and improve follow-up on referrals for screening;
- d) Family Support: Engagement, education and support of families and caregivers to serve as knowledgeable system partners and advocates for their child’s healthy development;
- e) Improved Access to Resources: Linkage of ELD and child health providers to resources for referral, utilizing child care health consultants to link training and referrals among medical homes, early intervention services, child care programs and families; and
- f) Joint Accountability for Outcomes: Promotion of the use of shared performance indicators to track and exchange data on mutual outcomes related to developmental and behavioral health screening and referral activities across ELD, health, and early intervention systems.

(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of

credentials.

This criterion was selected to support “Ready Educators”. Silver State SKILLS (*Project 3*) will increase alignment and implementation of Core Knowledge and Competencies throughout the early childhood professional development system as well as to develop a progression of early childhood credentials. This will support the targeted outcome that “Nevada has a well educated, stable, and reasonably compensated early childhood workforce supported by a fully aligned and functioning professional development system.”

Nevada has established Core Knowledge Areas and Core Competencies for early learning educators, recognizing that professional education for ECE practitioners is essential to the quality of its ELD programs. Core Knowledge Areas (CKA) are a set of content areas that define what educators should know in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Core Competencies are a set of observable skills that reflect a caregiver’s ability to apply the Core Knowledge Areas in an early learning setting. These competencies are designed to identify skills at the beginning, intermediate and advanced levels of professionalism.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

This will support “Ready Educators”, “Ready Schools” and “Ready Systems”. Research has shown a correlation between the quality of child care and early educator education levels, job stability, and compensation and benefits. Challenging job conditions and low wages have led to a high rate of turnover in Nevada’s early childhood workforce. High staff turnover has detrimental effects on the quality of care in child care settings and the developmental outcomes of young children.

The S³ Silver State SKILLS (*Project 3*) sub-goals for Nevada are to support early childhood professionals in improving their knowledge, skills, and abilities through: a) additional career pathways to encourage and support ongoing professional development; b) providing financial and professional support to increase providers’ levels throughout articulated professional development opportunities; and c) creating a wage supplement program that encourages career pathway advancement and increases workforce retention. Strategies will build on Nevada’s T.E.A.C.H. (Teacher Education And Compensation Helps) program, which is designed to address a lack of early childhood education, poor compensation, high turnover, and the need for increased

professional recognition for child care providers in Nevada. T.E.A.C.H. provides scholarships to any Family Child Care provider, center teacher, or center director working in a licensed facility.

Work in this Focused Investment Area will also rely on the Nevada Registry, a system of data collection, career development and recognition that supports ECE professionals by validating their professional and educational achievements. The program aims to increase the status of the ECE profession by promoting a well-trained and skilled workforce and is one of the statewide efforts geared toward reducing staff turnover, increasing wages, heightening professionalism and increasing advancement opportunities for ECE practitioners.

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

This will support four of the five elements in the equation that serves as Nevada’s theory of change: “Ready Families”, “Ready Educators”, “Ready Schools”, and “Ready Systems”. There is an increasing acknowledgement in Nevada, as in the rest of the nation, that a quality early childhood education is an important component of longer-term student success. High-quality early learning and development programs have been found to be cost-effective and beneficial, resulting in positive long-term educational outcomes and subsequent adult outcomes (Ramey & Ramey, 2004). This understanding has created a sense of urgency related to measuring young children’s educational progress and readiness to enter school during their Pre-K years in order to:

- Improve understanding about what parents, educators, and communities can do, beginning at birth, to help children become school-ready;
- Identify students who would benefit from intervention and other services; and
- Inform local and state policy and program improvement decisions.

In educational practice, assessing what children “know and can do” is a continuous process that aligns with curriculum to ensure that intended outcomes are addressed and monitored (McLean, 2010) (Snow, 2011). Schools and districts may have preferences regarding how to assess children, and may reasonably assert that assessment should be locally defined. However, the reality of Nevada’s high transiency rates is that many children do not remain in the same school throughout their education—close to half of all students (44%) change schools at least once between kindergarten and the end of third grade (Partnership for Assessment of Readiness for College and Careers - PARCC). This data highlights the vital importance of implementing statewide standards. Kindergarten assessment is important because it addresses the key question: “How are the children

doing?” (Schultz, Zazlow & Frede 2012). The timing of kindergarten entry assessment makes it possible to address a “school readiness opportunity” before it becomes an “achievement gap”. With respect to Silver State KIDS (*Project 2*), the goal of kindergarten assessment is to gather information about what children know and can do upon entry, in order to help shape individualized instruction. This emerging system of formative assessment in kindergarten will improve educational outcomes for all Nevada’s children. Use of formative assessment will facilitate the planning of curriculum, enable differentiated instruction, further engage families in their child’s learning and development, and guide professional development strategies. Large-scale implementation of Silver State KIDS will help to identify system strengths and gaps, and will be used to inform policy, leverage resources, and improve practice.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

An early learning data system that is linked to the SLDS will support the entire equation: “Ready Families”, “Ready Educators”, “Ready Schools”, “Ready Communities” and “Ready Systems”. The early childhood system in Nevada includes a multitude of programs and components (e.g. Silver State Stars, Nevada Registry, Nevada Early Intervention System, State Pre-K, Head Start Collaboration, Child Care Development Fund-supported programs, Child Care Licensing, and many others). Each has its own specific (often federally mandated) objectives, as well as being organized around goals that are shared across programs. These various components are currently managed (mostly) independently from one another, but generate important data from activities that include funding, policy development, licensing and accreditation, professional development, certification, and quality monitoring. Not surprisingly, this data is warehoused in separate systems, making it difficult to access, let alone be used to improve quality, inform instruction, and drive decision-making.

There are very real challenges experienced by families and providers that work within and among these systems. Children moving within and among these programs and systems may experience very different levels and quality of care. Minimal data is currently available within and across systems. These are barriers to improving quality statewide. Statewide implementation of the Silver State KIDS (*Project 3*) plan addresses these data-related challenges directly, and will benefit Nevada’s children, families, and providers, in many ways including:

- Creating alignment of early learning standards and program quality ratings;
- Providing for professional development on implementing assessments and understanding and using information from assessment;
- Establishing a database with checks on data quality (including data entry) and protections for data privacy, providing the basis for reports to varied audiences according to purpose;
- Providing resources sufficient for conducting timely assessments with reliability appropriate for purpose, and for presenting summaries of data in a useful way; and
- Monitoring of alignment, adequacy of professional development, minimizing burden on educators, families and children, reliability of assessments, and use of reports.

In order to build a connected early childhood system in Nevada, it is imperative for these agencies to align their respective assessment and data activities, resources and policies. RTT-ELC funding will provide invaluable support to ensure that this goal is accomplished.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

- ☒ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- ☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- ☒ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ☐ (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

- ☒ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- ☒ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

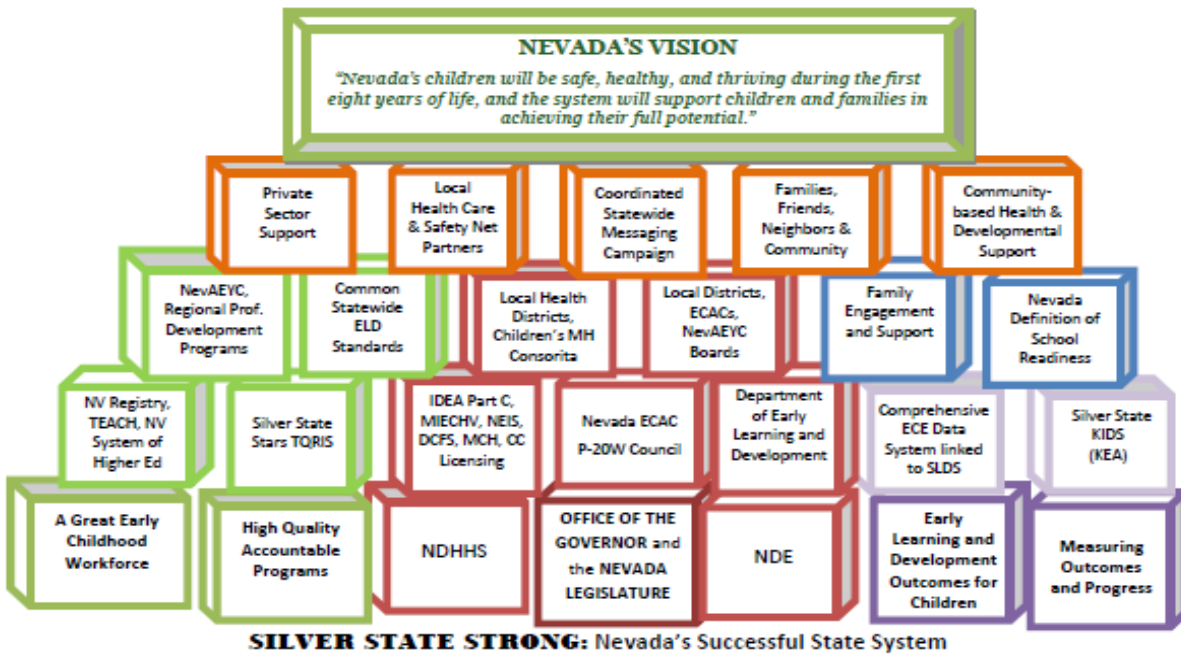
Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

- ☒ (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- ☒ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) ALIGNING AND COORDINATING EARLY LEARNING AND DEVELOPMENT ACROSS THE STATE

To better align Nevada’s early childhood system across the state and to improve education outcomes for the children served by that system, the leadership structure is being substantively reorganized. Per Governor Sandoval’s Executive Order issued in October 2013 (*see Appendix B*), NDE will serve as the lead entity for Nevada’s Early Childhood Comprehensive System (ECCS). The vision of NDE is “Success through Learning” by ensuring opportunity, facilitating learning, and promoting excellence. The SILVER STATE STRONG reform agenda is consistent with this vision and will be managed by the new Division of Early Learning and Development within NDE’s Office of Educational Opportunity, which will encompass all of the agencies responsible for overseeing program quality, interagency coordination, early childhood workforce development, and ELD standards for publicly-funded ELD programs. This game-changing leadership structure elevates early childhood care and education as a true priority in our state, and will support stronger accountability for achieving improved early learning and development outcomes for all children, especially those with high needs. This reorganization is responsive to input from Nevada’s early childhood system stakeholders, providers, educators, intermediaries, private sector partners, and especially the families of Nevada’s young children – who have collectively called for a more coordinated and aligned system of early learning and development. The following graphic depicts how these myriad stakeholders and supports form the building blocks of the comprehensive, coordinated and aligned system that is envisioned for **S³**.

NEVADA'S COMPREHENSIVE EARLY CHILDHOOD SYSTEM: THE BUILDING BLOCKS FOR A BETTER FUTURE



(A)(3)(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

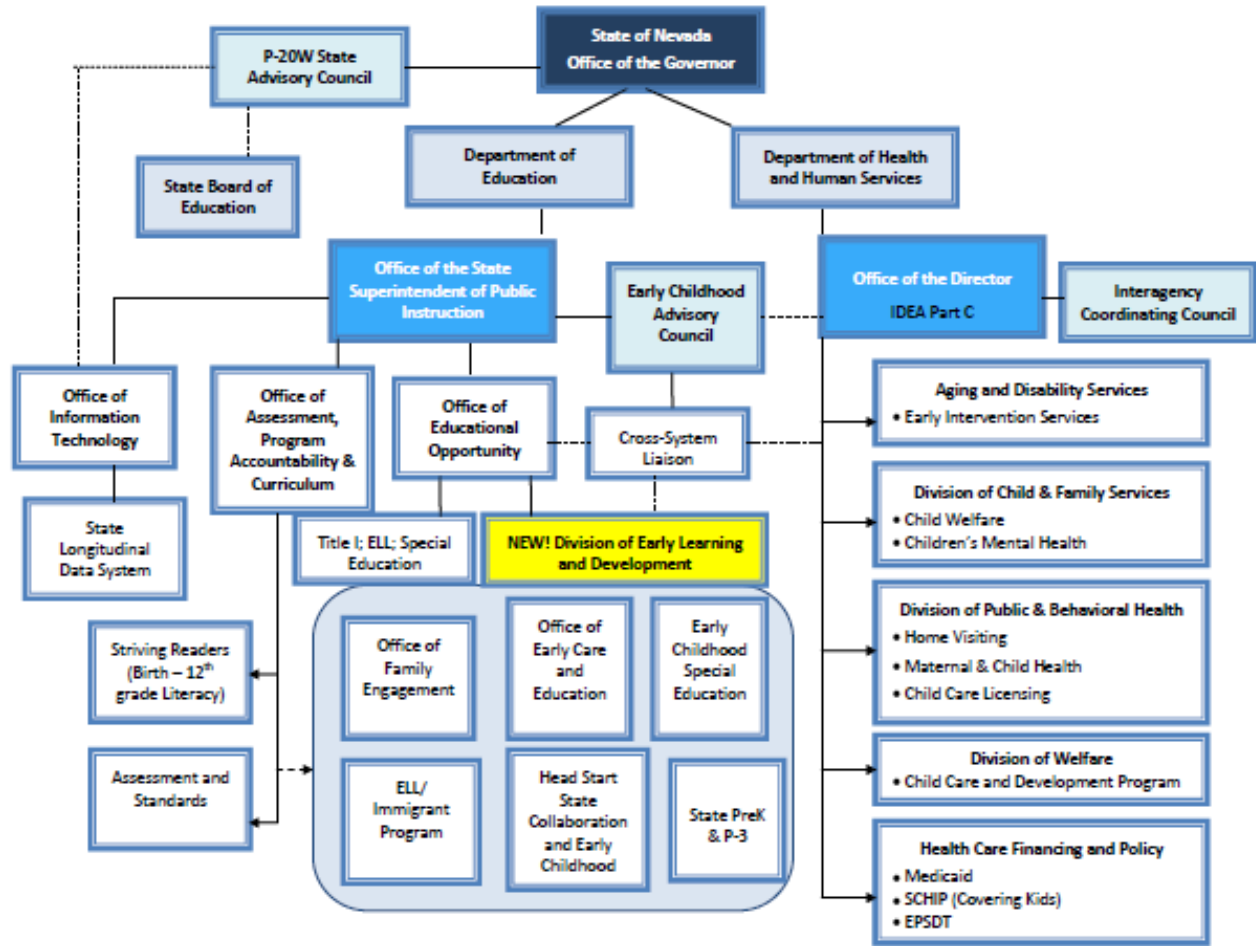
The Nevada Department of Education (NDE) will provide primary leadership and support for SILVER STATE STRONG, in close collaboration with and the Nevada Department of Health and Human Services (DHHS) (*see MOU in Appendix C*). As described above, a robust **Division of Early Learning and Development** is being created within the NDE's Office of Educational Opportunity to better align early childhood learning and development programs and services within the state.

As the lead agency, NDE will assume leadership and oversight for SILVER STATE STRONG. This includes oversight of the NECAC, which will maintain direct lines of communication with the Governor's office via the State Superintendent, who sits on the Governor's Cabinet. Additional leadership for programs and services will be administered by NDE via the

repositioning of several Participating State Agencies to NDE that are currently housed within DHHS, including the Head Start Collaboration and Early Childhood Systems Office and the Office of Early Care and Education, which administers CCDF quality dollars that fund Silver State Stars TQRIS, ELD program accreditation, the Nevada Pre-K Standards, T.E.A.C.H. Early Childhood[®] Nevada and The Nevada Registry.

The new Division of Early Learning and Development will supervise and manage all activities associated with SILVER STATE STRONG, working closely within NDE and with DHHS to guide the implementation and evaluation of the reform effort. To facilitate interagency coordination, a liaison position will be established to support communication and coordination. Staffing will also include an S³ Program Director and Coordinators to oversee each of the project components. Additionally, S³ staffing will include an information technology specialist and grants management and administrative staff to ensure sufficient support to manage the grant.

The NECAC will provide monitoring and guidance for the reform agenda, reporting directly to the State Superintendent. The NECAC serves at the Governor's pleasure, having been established by Executive Order in 2009. Legislation was passed in 2013 that revised the provisions of the statute defining the NECAC's role and membership, in order to promote better alignment and cross-agency coordination related to Nevada's early childhood system. The NECAC will serve as the cross-system monitor of the plan and will report to the public on the progress of Nevada's reform efforts. The NECAC will also establish a more formalized structure to support coordination with local ECACs and other critical entities (e.g. P-20W Advisory Council, NevAEYC) with a role in the implementation of the SILVER STATE STRONG. The organizational chart below represents this leadership and coordination structure, followed by a description of the associated governance-related responsibilities of each entity:



(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

The governance-related roles and responsibilities for implementation of SILVER STATE STRONG are as follows:

- **NDE** will serve as the lead agency and final authority for resource allocation, policy and decision-making, and will provide overall grant administration and fiscal oversight.

Within NDE, the Office of Educational Opportunity will oversee the new Division of Early Learning and Development. This Office currently oversees the following programs that are integral to or overlap with Nevada's early childhood system: State Pre-K; Early Childhood Special Education; English Language Learner/Immigrant Program; Parent Involvement and Family Engagement; Homeless Children and

Youth; and Title I Programs.

The Division of Early Learning and Development will encompass State Pre-K, Early Childhood Special Education, and Title I, in addition to the following new programs which are being repositioned from DHHS:

- The Head Start State Collaboration and Early Childhood Systems Office
- The Office of Early Care and Education
- **DHHS** will be a critical partner in providing leadership, resources and support for this reform agenda, to include fiscal accountability and subcontracting of CCDF funds to NDE to administer Silver State Stars, the Nevada Registry, Child Care Resource and Referral, and other key contracts as referenced in the MOU between NDE and DHHS (*see Appendix C*). DHHS will maintain administration of the following responsibilities of Participating State Agencies:
 - a) Division of Public and Behavioral Health (MIECHV, Child Care Licensing, Maternal and Child Health)
 - b) Division of Aging and Disability Services (NEIS)
 - c) Division of Health Care Financing Administration (Medicaid, SCHIP, EPSDT)
 - d) Division of Child and Family Services (Children's Mental Health, Child Welfare)
 - e) IDEA Part C Office
- The **NECAC** will serve as an advisory body to the State Superintendent of Public Instruction, who will coordinate directly with the Office of the Governor regarding the implementation of NECAC guidance and recommendations. The NECAC will serve as the lead and liaison between NDE, the Governor's office and the public in engaging communities across the state in implementing the **S³** plan and incorporating public input into program and policy recommendations. The letter of support from ECAC members is included in Appendix T.

NDE and DHHS will partner to provide the leadership and resources for this reform agenda, with NDE's Office of Educational Opportunity assuming overall responsibility for meeting the goals and objectives of the Race to the Top-Early Learning Challenge through its oversight of the new

Division of Early Learning and Development, which will encompass the entities with primary responsibility for implementing the four major projects of the S³ plan. This Office is strategically positioned to lead the initiative, and will have responsibility for all activities related to:

- Coordinating implementation with local and state leaders to achieve cross-system alignment of priorities and policies;
- Brokering federal, state and private resources for funding, training and technical assistance to build local capacity and infrastructure, and support sustainability;
- Facilitating formal and informal cross-system and public/private linkages that will expand opportunities to improve policy, remove barriers, establish cooperative agreements, and share funding and other resources to improve;
- Implementing a statewide workforce development strategy to enhance the expertise of early childhood educators and child care providers;
- Working with local leadership and community partners to develop outreach and engagement strategies to ensure that families have access to resources when they need them without barriers of culture, cost, or type of service; and
- Ensuring that all project activities are inclusive of families and key community stakeholders as partners in the development and implementation of preventive interventions.

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

Nevada's state culture is collegial and relatively informal, and this plan will benefit from the strong history of successful collaboration between NDE and DHHS, coupled with the cross-system coordination provided by the NECAC. The MOU governing these roles and responsibilities are outlined in the MOU in Appendix C.

The State Board of Education will serve as the governing body for policy and regulatory decisions related to the state's Race to the Top-Early Learning Challenge approach, in accordance with Nevada law and statutes. The State Superintendent of Public Instruction will have final authority for all decisions related to the project.

Daily project supervision and management activities will be carried out by identified staff in the Nevada Department of Education, in accordance with the organizational structure described above. Daily activities and decisions will align with goals and activities described in this application.

In the unlikely event that conflicts arise and are unable to be resolved informally and amicably, the supervisory chain of command within NDE will be followed, consistent with NDE personnel policies and procedures. Should it be required, the NDE Superintendent and DHHS Director will come together to resolve issues between agencies. Ultimately, the Governor of the State of Nevada and the State Superintendent will have responsibility to determine final resolution. This is not anticipated, but is described here in that potentiality and for future staff who may be responsible for project implementation.

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant

Stakeholder inclusion and involvement is central to the S³ plan. Nevada's vision for an integrated state and local approach to building a coordinated early learning data system relies on partnerships and coordination with local school districts, early learning councils and ECE programs. Many organizations, workgroups, parents and caregivers, family advocates and ECE professionals have provided input into this plan, including licensing entities, school districts, colleges and universities, councils, and local programs, in an effort to positively impact the quality of life, care, and education for all young children in Nevada. These same entities, as well as civic leaders, funders, and policy makers are considered key stakeholders in Nevada's early childhood education and care system and will be regularly engaged to provide input and feedback as implementation progresses.

Both traditional and non-traditional methods of engagement will be used to ensure that stakeholders are involved and have a voice in the process. These include, but are not limited to: surveys, focus groups, key informant interviews, presentations, distribution of project materials and updates, public forums, use of social media, and culturally responsive family engagement practices. The NECAC will be responsible for coordinating with local ECACs to conduct stakeholder outreach, communication and involvement at regular intervals throughout the course

of the grant and beyond. Additionally, annual reports will be widely distributed that communicate progress toward outcomes and support accountability for achieving project goals.

A new partnership will be formed with the Corporation for National Service VISTA program that supports stakeholder engagement and sustainability for SILVER STATE STRONG. This partnership will offer the following opportunities:

- 1) Strengthen and build capacity at the local level to support the S³ projects/goals;
- 2) Build relationships with the private sector to increase support and sustainability;
- 3) Facilitate community engagement to increase the number of children with high needs currently served in high-quality early childhood programs where they live; and
- 4) Support the development of training modules and resources for early learning standards and alignment with the Common Core State Standards.

(A)(3)(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs

(3) A signature from an authorized representative of each Participating State Agency

The MOU between NDE and DHHS, with scope of work and terms and conditions is signed and can be found in Appendix C.

(A)(3)(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State

or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

Many organizations, workgroups, family advocates and professionals have joined forces with NDE and DHHS, including licensing entities, school districts, colleges and universities, councils, and local programs, in an effort to improve the care and education for all young children in Nevada. These same entities, as well as civic leaders, funders, and other key stakeholders in our early childhood system, are vocal and active in their support of this plan. Those that have submitted letters of support for this application are listed below, and a copy of those letters can be found in Appendix U as follows:

- Carson City School District/Carson (formerly Tri-County) ECAC
- Children's Advocacy Alliance
- East Valley Family Services
- Easter Seals Nevada
- Elko County ECAC/Great Basin College
- Entravision
- FirstSchool
- Latin Chamber of Commerce
- Nevada Early Childhood Advisory Council
- Nevada Department of Education – State Board of Education
- Nevada Institute of Children's Research and Policy-UNLV
- Nevada PEP
- Nevada Tribal Early Childhood Advisory Council
- Nevada Urban League
- NevAEYC
- Southern Nevada Regional Professional Development Program
- University of Nevada/TACSEI Partnership
- Teaching Strategies for Early Childhood
- The Children's Cabinet
- The Nevada Registry
- Tribal Early Childhood Advisory Council

- Truckee Meadows Community College
- United Way of Northern Nevada
- United Way of Southern Nevada
- University of Nevada Las Vegas Department of Educational and Clinical Studies
- University of Nevada Reno College of Education
- Western Nevada College
- Washoe County Early Childhood Advisory Council
- Washoe County School District

In addition to these letters of support and commitment, the Corporation for National Service Vista Program had agreed via email to submit a letter of commitment for Vista Program resources to support local coordination to improve access to quality ELD programs for Children with High Needs. Unfortunately, the letter was delayed due to the Federal government shut-down and was not able to be included in Appendix U.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Nevada Department of Education (NDE)	Lead agency and fiscal management will be provided by NDE, which houses the new Division of Early Learning and Development within the Office of Educational Opportunity. This Division will be responsible for Early Childhood Comprehensive Systems, Head Start State Collaboration, the Office of Early Care and Education, IDEA Part B 619, State-funded Pre-kindergarten and Title 1. The NDE Office of Information and Technology will support longitudinal data collection, tracking and reporting.
Nevada Department of Health and Human Services (DHHS)	Programs and funds managed within DHHS include: Child Care Development Fund, IDEA Part C, Maternal Child Health and Home Visiting, Early Childhood Mental Health, Child Care Licensing, Medicaid, Nevada Check UP (SCHIP) and EPSDT. These programs will work with NDE and the Early Childhood Advisory Council to align program priorities and funding to achieve the goals set herein without jeopardizing the integrity of implementation or unique requirements of the programs listed.
State Advisory Council On Early Childhood Education And Care	The Nevada Early Childhood Advisory Council will make recommendations to the SBE, DHHS and the Governor's Office via the State Superintendent regarding policies, funding and program priorities and practices.

Table (A)(3)-1: Governance-related roles and responsibilities

State Interagency Coordinating Council for Part C of IDEA	The State ICC for Part C is represented on the NECAC by the Part C Coordinator. Should additional representation from parents receiving or providers offering Part C be needed, additional members can be appointed by the Governor, according to the bylaws.
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Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils

List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Nevada Association for the Education of Young Children	Y
Elko Early Childhood Advisory Council	Y
Washoe County Early Childhood Advisory Council	Y
Tribal Early Childhood Advisory Council	Y
Carson Early Childhood Advisory Council (includes Lyon, Carson and Douglas counties)	Y
Southern Nevada Early Childhood Advisory Council	N

(A)(4) DEVELOPING A BUDGET TO IMPLEMENT AND SUSTAIN THE WORK OF THIS GRANT

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used

To achieve the goals outlined in Nevada's SILVER STATE STRONG plan, significant resources

SILVER STATE STRONG (S³): "Ambitious, Bold and Clear"

and organizational restructuring have been committed by NDE and DHHS that will align leadership, funding, standards, data, and staffing to support Nevada’s system of early learning and development. The MOU signed by both entities (*see Appendix C*) details this commitment and demonstrates how the resources of both Departments will be collaboratively managed to support the activities of the four major project components of SILVER STATE STRONG to achieve the goals outlined in this application.

The existing funds that support early learning and development from Federal, State, private, and local sources that are committed to support project implementation over the next four years total nearly \$327 million. The table below summarizes how these existing sources will support project outcomes by supporting specific activities and strategies for each of the four major projects:

RESOURCE	PROJECT	ACTIVITY TO BE SUPPORTED
CCDF	Silver State Stars Silver State SKILLS	Workforce Development; TQRIS mentoring and coaching; Wage Supplement Program
Title I and II of ESEA	Silver State Stars Silver State KIDS Silver State Supports	Participation in TQRIS, KEA, and P-20W SLDS and coordinated data system; provision of local supports for families
IDEA Parts B and C	Silver State KIDS Silver State Supports	Developmental screening, provision of local supports for families, participation in coordinated data system
Striving Readers Comprehensive Literacy Program	Silver State SKILLS	Implementation of local P-3 initiatives, including professional development, coaching and TA
State Pre-K	Silver State Stars Silver State KIDS	Participation in TQRIS, KEA, and P-20W SLDS and coordinated data system
Head Start State Collaboration	Silver State Stars Silver State KIDS Silver State Supports	Participation in TQRIS, KEA, and P-20W SLDS and coordinated data system; provision of local supports for families
MIECHV-Nevada Home Visiting Program	Silver State Supports	Provision of local supports for families, including engagement in developmental screening and

		referral for services
Title V MCH Block Grant	Silver State Supports	Promotion of health and wellness for families
TANF	Silver State Supports	Support for families of children with high needs
Medicaid	Silver State Supports	Developmental Screening; Health and Wellness
Title IV (B) and (E)	Silver State SKILLS Silver State Supports	Family Strengthening, professional development, supports for families of children with high needs
SLDS	Silver State KIDS	Coordinated ECE data system linked with the P-20W SLDS
Private Funding	ALL PROJECTS	Current funding supports increased access to high quality ELD programs and statewide messaging campaign to promote quality ELD environments and increase school readiness; additional funding will be sought to support sustainability after the end of the project period

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

Nevada's response to (A)(4)(b) is addressed in the Budget Section (*see section VIII*).

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

In order to assure sustainability of the outcomes achieved as a result of successful implementation, outcome data will be used in a public messaging campaign and in engagement of the private sector (*see Invitational Preference Priority*) to seek private investments and to form public-private partnerships to provide ongoing program support. Additionally, Nevada has a number of cross-system partnerships that have successfully leveraged additional support for related early childhood and P-3rd grade efforts. The funding support from RTT-ELC will help Nevada to formalize and strengthen these collaborative structures in order to ensure their effectiveness and broaden their reach. These partnerships align the goals and outcomes of

multiple programs regardless of funding source, which helps to provide additional sustainability, fosters more sophisticated alliances and opens up further opportunities for collaboration.

Nevada will employ the following strategies, beginning immediately, to ensure sustainability through expanded private sector investment and legislative funding and policy support:

- 1) Work with the Nevada Governor’s Office of Economic Development to incorporate support for early learning and literacy programs into Nevada’s package of economic development incentives, where feasible to do so.
- 2) Secure in-kind support from the Nevada Center for Entrepreneurship and Technology (NCET) to develop a business plan for SILVER STATE STRONG to support sustainability after the four-year funding period ends.
- 3) Utilize the prominence and visibility of Nevada’s First Lady, Kathleen Sandoval, to be the “face” for early childhood education, in order to attract the support of state and local business leaders and organizations (Chambers of Commerce, Economic Development agencies, business-led service organizations, etc).
- 4) Work in partnership with statewide United Way organizations and the nonprofits they fund to further leverage relationships with the business community, the banking industry (and related networks) that are already working together to utilize private funding, including Community Reinvestment Act funds, to support education initiatives.
- 5) Invest project funding in a unified, comprehensive messaging and social marketing campaign that focuses on communicating the importance of high quality early education and engaging all Nevadans to become compassionate advocates for children. This campaign will coordinate with privately funded entities such as UWSN, which received funding from the Robert Wood Johnson Foundation to support child advocacy training for families, community leaders and care providers.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>State Advisory Council (ARRA)</i>	\$367,143	\$142,973	\$0	\$0	\$510,116

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>CCDF</i>	\$3,684,840	\$3,869,954	\$3,825,835	\$3,825,835	\$15,206,464
<i>NEIS</i>	\$24,349,891	\$25,345,055	\$33,579,668	\$37,136,995	\$120,411,609
<i>Home Visiting</i>	\$1,136,889	\$1,136,889	\$2,928,448	\$2,173,112	\$7,375,338
<i>ECCS</i>	\$274,862	\$151,146	\$140,000	\$140,000	\$706,008
<i>Head Start State Collaboration</i> (reduction based on sequestration)	\$125,000	\$118,000	\$118,000	\$118,000	\$118,000
<i>NDE Striving Readers</i>	\$0	\$1,776,679	\$1,679,964	<i>Pending approval</i>	\$3,456,643
<i>State Pre-K</i>	\$3,378,875	\$3,378,875	\$3,378,875	\$3,378,875	\$13,515,500
<i>NDE Leadership Staff</i> *Based on 20% of Asst. Director and 2 EPP level positions.)	\$156,400*	\$156,400*	\$156,400*	\$156,400*	\$625,600*

SECTION B: HIGH-QUALITY, ACCOUNTABLE PROGRAMS

Nevada Silver State Stars is a five-star Tiered Quality Rating and Improvement System (TQRIS) (*see Attachment M*) that has been implemented statewide, funded by CCDF Quality Funds and administered by the Office of Early Care and Education (OECE). As described in Section A, OECE is currently housed within the DHHS Division of Welfare and Supportive Services. As part of the ECE system restructuring that is underway, OECE will be repositioned in the NDE's new Division of Early Learning and Development, in order to facilitate closer alignment between the policies, personnel, funding and other resources that are focused on improving the quality and outcomes of Nevada's ELD programs, especially for children with high needs.

In 2009, the Silver State Stars pilot project was launched by OECE, having been designed in collaboration with the University of Nevada Cooperative Extension (UNCE), and the Nevada Institute for Children's Research and Policy (NICRP). During the first two years, 24 centers participated in the pilot to evaluate the utility of the star rating system and processes designed to improve center quality. Based on the experience and feedback of this first cohort, refinements were made to the model and six additional centers were chosen to pilot the revised program from

July 2011 to June 2012. In all, 30 centers participated in the assessment process, testing the star rating system and providing valuable feedback, enabling Silver State Stars to be fully implemented in Southern Nevada (Clark County) in July 2012, and expand statewide in 2013.

The Silver State Stars blended model combines a rigorous and well-developed rating system with an evidenced-based coaching model that facilitates easier progression for participating programs throughout the continuum of quality as represented by star ratings. The objectives for Silver State Stars in Nevada's S³ plan are to:

1. Increase the number of participating centers, targeting those centers that serve high numbers of children with high needs;
2. Expand Silver State Stars to include licensed home providers;
3. Incorporate the use of the CLASS tool to the current coaching model; and
4. Complete validation study of the existing model and examine the impact of star ratings on child outcomes (2014).

(B)(1) DEVELOPING AND ADOPTING A COMMON, STATEWIDE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

Silver State Stars is available to all child care centers licensed by the State of Nevada, including Early Head Start and Head Start programs, State funded Pre-K programs, and privately funded community-based programs. Marketing and outreach are conducted to ensure that parents know of and understand the star rating system. Statewide expansion has been implemented gradually, utilizing a continuous quality improvement (CQI) approach to refine the model.

Under the current system, centers that demonstrate a 3, 4, or 5-star rating receive an additional 6%, 9%, or 12% (respectively) reimbursement for children on the subsidy program. The tiered reimbursement payments are provided by the Division of Welfare and Supportive Services CCDF Subsidy program. In order to become rated, center administrators must attend an orientation session and submit an application for coaching to the Children's Cabinet, which is the community-based provider contracted to manage Nevada's Child Care Resource and Referral (CCR&R) program. Upon entering participation in the coaching program, centers are assigned an initial one-star rating. This demonstrates their commitment to improving quality and a willingness to exceed basic licensing requirements.

Participating centers are eligible to receive up to 18 months of coaching, and also receive grant funds, based on their licensed capacity, to support improved programming and learning environments. (At present, 47 centers are participating in the coaching program.) After the coaching period, centers apply to be rated, and are assessed using the Environment Rating Scales (ERS -both Infant/Toddler and Early Childhood scales) combined with the documentation they have submitted. A key goal for Silver State Stars, as a component of SILVER STATE STRONG, is to directly align the TQRIS with child care subsidy reimbursements so that public funds are maximized to provide the highest level of quality care and education to our state's most vulnerable children.

In 2014, Nevada plans to begin work on the development of a Family Child Care (FCC) TQRIS. This includes a pilot project with 10 FCC providers in Northern Nevada in July 2015 with full statewide implementation beginning the following year. Targets include: 18 FCC providers in 2016 and an additional 55 FCC providers in 2017. Process evaluation of both the TQRIS model and pilot will be carried out by the Nevada Institute for Children's Research and Policy (NICRP). By expanding the TQRIS to include FCC providers, options for working families will increase tremendously (there are 226 licensed FCC in Northern Nevada and 142 FCC in Southern Nevada), especially for those families in rural areas and working non-traditional hours. The lack of services -- including licensed child care centers -- in many rural areas of Nevada and the 24/7 work environment of casinos are two issues that greatly affect Nevada's highest need families.

(B)(1)(a) Is based on a statewide set of tiered Program Standards that include:

(1) Early Learning and Development Standards

Silver State Stars is based on statewide early learning standards that include the *Revised Nevada Pre-K Content Standards* and *Nevada's Early Learning Guidelines for Infants and Toddlers*. These two documents are collectively referred to throughout this application as Nevada's Early Learning and Development Standards. (see *Appendices G and H*).

- *Nevada's Revised Pre-K Content Standards* have been carefully designed around the typical development of preschool children, ages 3-5. These standards identify appropriate

outcomes for children at the end of their preschool experience before entering kindergarten and are focused on the following domains: 1) Creative Arts; 2) Language/Literacy; 3) Math; 4) Physical Development/Health; 5) Science; and 6) Social Emotional/Social Studies. Rather than determine a child's eligibility for kindergarten, the standards are meant to serve as a tool to strengthen the quality and developmental appropriateness of preschool environments; and

- A revised version of *Nevada's Early Learning Guidelines for Infants and Toddlers* is currently being developed and will be distributed upon being approved by the State Board of Education (SBE), which is anticipated in Fall 2013.

Nevada's Early Learning and Development Standards are imbedded in Silver State Stars training (for center staff, ECE professionals, and parents), policies and procedures, assessment criteria, and quality indicators (*see Section C for more detail about Nevada's ELD Standards*). All trainings are approved by The Nevada Registry, a clearinghouse for early childhood education in the state. In SFY12-13, 121 Registry-approved trainings on Nevada's ELD Standards were provided to a total of 869 early childhood professionals. In addition, thirty Train-the-Trainer Sessions were provided to fill the need for more standards training throughout the state. The program also provided 42 hours of direct technical assistance in individual communities and attended 22 outreach events. Additionally, training was provided for parents on the standards.

Training and coaching for center directors and Family Child Care (FCC) providers is an ongoing focus for the Registry, and is based on Nevada's ELD Standards as well as aligned with Nevada's Core Knowledge Areas and Core Competencies. (*see Section D for more detail*). A Crosswalk document has been developed to facilitate these professional development activities, by demonstrating the alignment of the *Revised Nevada Pre-K Content Standards* to the *Kindergarten Common Core State Standards* (CCSS). (*see Appendix I*) The Crosswalk helps ECE professionals understand how the aligned standards facilitate a child's transition from Pre-K to kindergarten and the early grades, and how to incorporate the standards into preschool environments. Nevada's ELD Standards are woven into Silver State Stars policies and procedures to ensure that participating programs are implementing curricula and lesson plans that are aligned to Nevada ELD Standards as well as to the CCSS. This increases the program quality, promotes school readiness and enhances their growth and development.

(2) A Comprehensive Assessment System

Silver State Stars (TQRIS) program standards incorporate a comprehensive assessment system in multiple areas, including the Required Criteria, Policies and Procedures, and Administration and Staff Development sections. Comprehensive assessment includes program assessment as well as child assessment. In Nevada, Child Care Licensing requires facilities to have a written assessment plan which is designed to:

1. Identify the interests and needs of each child enrolled in the facility;
2. Describe the developmental and educational progress of each enrolled child who is not attending public or private elementary school; and
3. Identify the need for referral of an enrolled child for developmental screening and/or for diagnostic assessment, if appropriate.

Child Care Licensing requires facilities to assess each child within three months after a child enrolls in the program by use of, and without limitation: portfolios, observations, checklists, rating scales and screening tools. Such an assessment must be repeated biannually thereafter to monitor and support the learning and development of each child enrolled in the facility. Silver State Stars uses the Environment Rating Scale (ERS) with 50% of the centers' infant/toddler classrooms and 50% of the centers' preschool classrooms being assessed.

- At Star Level 3 the center must have a minimum average ERS score of 3.50-3.99, with no classroom score under 3.00;
- At Star Level 4 the center must have a minimum average ERS score of 4.00-4.49, with no classroom score under 3.50; and
- At Stare Level 5 the center must have a minimum average ERS score of 4.50-5.00, with no classroom score under 4.00.

Silver State Stars also addresses comprehensive assessment in both the Policies and Procedures and Administration and Staff Development sections. Quality indicators include:

- a) On-going child assessment includes at least one informal method such as observations, portfolios, or teachers' anecdotal records;
- b) On-going child assessment includes at least one formal method such as checklists, screening tools, or assessment tools;

- c) Director has completed an approved Program Administration Scale (PAS) training;
- d) Center has a documented improvement plan based on a PAS self-assessment; and
- e) In the past two years, 50% of all teaching staff have received two clock hours on the topic “Environment Rating Scales.”

The **S³** plan will add the Classroom Assessment Scoring System (CLASS) as part of Nevada’s comprehensive assessment system. Initially, all coaches and assessors will be trained to reliability. Subsequently, training on the CLASS will be provided to centers as part of the coaching and part of their quality improvement plan. By 2016, CLASS scores will be incorporated into Star Level Four and Five of the Silver State Stars TQRIS.

(3) Early Childhood Educator Qualifications

The Nevada Early Care and Education Professional Career Ladder is based on national research about the importance of specialized ECE training and the correlation between formal education and quality environments for children. The field of ECE is a distinct area of specialization with a unique body of knowledge specific to the discipline. This is represented by the seven levels on the Career Ladder, combining various types of formal (college) education, training, and direct experience (up to 4,000 hours). Silver State Stars includes both administrator and teacher education in the Required Criteria section, consistent with the way it is defined by the Nevada Career Ladder (*see Appendix O*). As an example, requirements for program administrators are as follows with regard to the career ladder and education requirements:

Star Level 3: A minimum placement of 3.1 (Apprenticeship Certificate or 20 ECE credits and 4000 hours direct experience)

Star Level 4: A minimum placement of 4.2 (Associate’s degree in ECE or Associate’s degree in another field with 30 or more ECE college credits and 4000 hours direct experience)

Star Level 5: A minimum placement of 5.2 (Bachelor’s degree in ECE, in another field with a state teaching licensing containing an ECE endorsement, or in another field with 30 or more ECE college credits and 4000 hours direct experience)

EXAMPLE: Star Level 5 – lead teacher has achieved, at a minimum, Level 4.1 on the Nevada Career Ladder OR lead teacher has achieved, at a minimum, Level 2.1 on the Nevada Career Ladder AND is working towards Level 4.1 on the Nevada Career Ladder

(4) Family Engagement Strategies

Family engagement strategies are addressed directly by the Quality Indicators for the Silver State Stars Family and Community Partners section. This section includes a total of 20 quality indicators related to family engagement, such as:

- a) Center provides written program information for families in their home language;
- b) Materials from community agencies are available for families at the center;
- c) A written procedure is in place to help families transition children to the next classroom, other programs, or school;
- d) Families' feedback is used to develop a written plan for program improvement;
- e) Center has a written plan for parent involvement;
- f) Center has an advisory or governing board which includes at least one parent; and
- g) Staff is available to attend IEP/IFSP meetings with family and service providers.

Participating centers must meet a minimum number of indicators, depending on star level. At Star Level 2, centers must meet four of the Quality Indicators. At Star Level 3, centers must meet eight of the Quality Indicators. At Star Level 4, centers must meet twelve of the Quality Indicators. At Star Level 5, instead of documenting the TQRIS Quality Indicators, centers must be accredited by the National Association of the Education of Young Children (NAEYC) or the National Early Childhood Program (NECPA) or they must be a Head Start grantee.

Other strategies for family engagement include targeted training and workshops, provided in English and Spanish, which train parents to use developmentally appropriate activities with their child to support school readiness. These workshops reinforce the role of parents as their child's first teacher and emphasize the home as a learning environment.

(5) Health Promotion Practices

These are incorporated into the Quality Indicators in the Silver State Stars Health and Safety section, and star-level designation is structured similarly to that described above. Health promotion practices include emergency preparedness, health, mental health, physical activity, nutrition, oral health and sanitation. This section is comprised of 24 specific indicators, including the following:

- a) 50% of all teaching staff have advanced training for emergency medical response to threatening incidents;

- b) Health and Safety Assessment is completed by a child care health consultant;
- c) Center has individualized health plans for children with medical concerns;
- d) Center has a documented improvement plan based on a nutrition and physical activity self-assessment checklist;
- e) Mental Health: Children in need of developmental services are referred to the appropriate agency;
- f) Center has a documented improvement plan based on the Inventory of Practices for Promoting Social Emotional Competence;
- g) Menus are evaluated by a nutritionist; and
- h) Preschool children receive annual oral health education.

The Health and Safety section was developed to enhance existing child care licensing regulations.

(6) Effective Data Practices

NICRP has been overseeing data collection and analysis for Silver State Stars since the launch of the pilot project, and will continue to provide evaluation and validation activities in the S³ plan. The goal of Nevada's Silver State Stars TQRIS is to tie program standards to the TQRIS star quality levels to demonstrate a positive impact on child early learning and development outcomes.

Assessors have been using the Branagh Information Group ERS Data System software to conduct observations electronically on-site, which enables a more accurately scored assessment and reduces the time required to produce an assessment summary report from over four hours to one hour. The assessment data is aggregated for statewide reporting and electronically forwarded to the TQRIS coaches who then use the Branagh Quality Improvement Plan (QIP) software to develop a quality improvement plan with the center director. Currently, the OECE is working to develop an electronic data system to integrate the ERS and QIP software into the Silver State Stars database, as well as collect and track data on all criteria to improve program quality and contribute to the CQI process for Silver State Stars. This system will allow Silver State Stars to:

- 1) manage each center's application and participation process;
- 2) analyze technical assistance efforts, including coaching and grant funds;
- 3) calculate a facility's star rating based on Silver State Stars criteria; and
- 4) provide analytic reporting based on all the data collected.

The OECE has also contracted with ENZgroup to develop a customized web-based portfolio

system (EasyFolio) allowing child care center directors to upload their documentation (text, photos, and files) into the database. Centers are required to use the EasyFolio system, which incurs no additional cost for centers. This system features cloud-based data storage and provides users with online training; the ability to generate customized reports with criteria filtered by program type; and allows for aggregated reports across multiple programs and centers.

(B)(1)(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children

Nevada's Silver State Stars TQRIS has clear and measurable standards that differentiate program quality levels based on the required criteria (e.g. director qualifications, group size and ratios, ERS scores) and the number of documented quality indicators. These indicators are addressed in four categories: 1) Policies and Procedures; 2) Administration & Staff Development; 3) Health & Safety; and 4) Family & Community Partners. However, programs may choose which indicators they will meet. Nevada selected this approach so that programs with limited access to services (such as Child Care Health Consultants, Mental Health Consultants or environmental constraints due to location) would still be able to meet enough indicators to attain higher star levels.

These standards reflect high expectations of program excellence. Silver State Stars TQRIS is an accreditation plus model. The highest star level of five requires a child care center to be accredited by the National Association for the Education of Young Children (NAEYC), accredited by the National Early Childhood Program Accreditation (NECPA), or a Head Start/Early Head Start grantee. To achieve a rating of five stars, additional standards for director qualifications, classroom group sizes and ratios and have a minimum average Environmental Rating Score (ERS) of 4.50-5.00, with no classroom score under 4.00. It has been well documented that higher quality programs have higher ERS scores and/or are nationally accredited. Other accreditations (e.g. The Association of Christian Schools International, Association for Early Learning Leaders formerly National Association of Child Care Providers) are accepted as quality indicators under Policies and Procedures.

(B)(1)(c) Is linked to the State licensing system for Early Learning and Development Programs

Child Care Licensing, managed by the Nevada Division of Public and Behavioral Health, is

responsible for licensing and monitoring child care facilities and ELD programs under the provisions granted in Nevada Revised Statutes (NRS) 432A, *Services and Facilities for Care of Children* and Nevada Administrative Code (NAC) 432A, *Regulations and Standards for Child Care Facilities*. To ensure the health, safety and proper treatment of children receiving out-of-home care, Child Care Licensing has the responsibility for initial licensing, continued monitoring, and providing technical assistance to child care facilities caring for five or more children not licensed by local entities.

Silver State Stars is linked to the state licensing system by requiring that programs are regulated by Child Care Licensing or by another public agency (i.e. Department of Education or the military). The model was developed so that child care licensed programs meet the criteria for a one-star rating. Great care was taken during the development of Silver State Stars model to enhance, rather than duplicate, Nevada's child care licensing requirements. Many of Nevada's current licensing requirements are minimal; implementation of Silver State Stars is having the effect of raising overall standards of program quality and professionalism.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements ²⁴ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
State Funded Preschool	X		X	X			
Early Head Start and Head Start	X		X	X	X	X	
Part C – Early Intervention	X		X				
Programs			X	X			

²⁴ Please refer to the definition of Program Standards for more information on the elements.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements ²⁴ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
funded by IDEA, Part B, section 619 –							
Programs funded under Title I of ESEA	X		X				
Programs receiving from CCDF funds –	X		X	X	X		
Home Visiting – Nevada ACA MIECHV	X		X	X	X	X	
[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]							

(B)(2) PROMOTING PARTICIPATION IN THE STATE'S TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

As described in (B)(1), Silver State Stars has created a solid foundation upon which to expand participation in Nevada's TQRIS and to serve as the basis for improving the quality of ELD programs across the state. The Silver State Stars TQRIS currently includes 47 centers, of which 26% receive state and federal subsidy (11 HS/EHS programs and one State Pre-K program). The S³ plan will undertake the following strategies to expand participation:

1. Piloting a Family Child Care TQRIS (to launch statewide in 2015);
2. Requiring participation of all programs receiving a child care subsidy through CCDF, all publically funded programs, and recipients of the T.E.A.C.H. Early Childhood Nevada Scholarship program; and
3. Focusing efforts on programs serving high needs children, including State Pre-K and Head Start grantees, by offering financial incentives in the form of tiered reimbursements and grants to

help offset the costs of providing high quality care while keeping the cost affordable to families.

(B)(2)(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories

Nevada will revise its rating and monitoring system to ensure that all publicly-funded ELD programs will be able to participate and have the support they need to improve quality and move up in star levels. To do this, Nevada will:

- Continue to assure that all coaches are reliable in the ERS and work with programs 12-18 hours per month on their Continuous Quality Improvement Plan (CQIP);
- Shorten the monitoring visits from every 2 years to every 18 months to align with the coaching cycles;
- Enable coaches to work with program directors or lead teachers to continue the CQIP once programs are rated. Coaches will provide ongoing support with maintenance visits for 8-10 hours per month;
- Provide coaches with reliability training on the CLASS tool and begin working with programs to improve teacher child interactions during the maintenance period; and
- Expand, over the next four years, to include CLASS in levels 4 and 5 of the silver State Stars TQRIS.

Additional policies and practices that will help expand participation in Silver State Stars by all publicly funded ELD programs by the end of the four-year project period will include:

- Free coaching support;
- Incentives in the form of tiered reimbursement beginning at a 3-star level;
- Quality improvement grants to publically funded programs;
- T.E.A.C.H. scholarships (including compensation bonuses) for teachers in publicly-funded programs who do not have ECE-related degrees, allowing them to reach higher levels on Nevada's Career Ladder to support programs in moving up in star levels;
- Wage incentive programs for those teachers on the lower end of The Nevada Registry Career Ladder (*This is described in more detail in Section D*); and
- Expand and intensify outreach to ELD programs, families and the greater community in

conjunction with a targeted messaging campaign.

(1) State-Funded Preschool Programs

Silver State Stars will adapt the current model to incorporate State Pre-K programs. This will be facilitated by the organizational restructuring that will allow the OECE to work more closely with State Pre-K once the two entities are housed together within the newly established Division of Early Learning and Development in NDE's Office of Educational Opportunity. The OECE is currently working with State Pre-K programs to cross-walk the Silver State Stars criteria with the teacher and training requirements for publicly funded ELD programs. Because the model was developed with Child Care Licensing regulations as the base for star level one, and publicly-funded programs are regulated and monitored separately, it is necessary to develop a level one baseline that aligns with NDE and local school district requirements.

(2) Early Head Start and Head Start programs

Nevada has already included Head Start Performance Standards at a five star level. Therefore, all EHS/HS programs that meet the required criteria at a five star level do not have to meet additional quality indicators in the four categories of Policies & Procedures, Administration & Staff Development, Health & Safety and Family & Community Partners. Alignment has already been completed with Head Start and Early Head Start programs, which has allowed 11 Head Start classrooms to participate in Silver State Stars.

(3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA

The current model will be adapted to better align with IDEA Part B and C programs. As with the cross-walk between Silver State Stars and State Pre-K, a similar crosswalk will be used to align Silver State Stars with standards used by Part B and C of IDEA programs. This will determine whether the model requires further adaptation in order to include these programs. IDEA Part B and Part C programs that are co-located with State Pre-K programs will participate in the rating process at the same time as the State Pre-K programs to facilitate closer coordination.

(4) Early Learning and Development Programs funded under Title I of ESEA

The current model will be adapted to better align with Title I programs, and will utilize the same cross-walk approach described above to determine whether the model requires further adaptation to include these programs. Title I programs that are co-located with State Pre-K programs will participate in the rating process alongside State Pre-K programs to facilitate closer coordination.

(5) Early Learning and Development Programs receiving funds from the State's CCDF

program;

Participation of 100% of programs receiving child care subsidy through CCDF funding will be required as part of the SILVER STATE STRONG plan over the next four years.

(B)(2)(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program)

Affordability of high-quality programs is a significant concern throughout the state, and particularly in those areas with high concentrations of children with high needs. To offset program costs for providers in the highest tiers so that they can offer quality ELD programs at affordable rates, incentives will be provided to high-quality programs receiving federal and state funding in the form of higher reimbursement rates for programs at star levels 3, 4 and 5. Programs will receive bonuses when they progress to higher star levels, and bonus amounts will increase as program quality increases.

The Silver State Stars plan will also leverage Nevada Registry's planned implementation of a wage incentive program for teachers based on ongoing education and longevity, which is a key component of Silver State Skills (*Project 3*), targeted to improve program quality by elevating the skills and competency of Nevada's ECE workforce. As the demand for higher education increases, the wage incentive program will help to take the burden off of programs to increase teacher wages, thus requiring higher fees. (*More detail on this is provided in Section D*). Finally, the T.E.A.C.H. scholarship and compensation program will provide for increased support and compensation to teachers as they continue their education, contributing to long-term sustainability of quality improvement as overall education levels of ECE teachers increase.

To reach the goal of incorporating all publicly funded preschool programs, Nevada will begin by including those programs which are located at the same schools with State Pre-K programs, since the ERS is already being utilized as a classroom assessment tool. Thus, when one ELD program at a school site is rated, all of the programs at that site will be rated together to avoid assigning different star ratings to co-located programs. This will avoid confusion and frustration for families who, because of school zoning restrictions and/or affordability, may not have an option to choose which program their child will attend.

(B)(2)(c) Setting ambitious yet achievable targets for the numbers and percentages of

Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

RTT-ELC funding will enable Nevada to significantly increase the number of all ELD programs, and particularly publicly-funded programs, participating in the Silver State Stars by adapting the current model to align with the needs of those programs. Over the next four years, Silver State Stars will expand the number of participating centers to include all of the 340 programs eligible to receive child care subsidy funding (2,826 eligible children), and all of the 23 State Pre-K programs (155 classrooms serving approximately 5,800 children).

Table (B)(2)(c) depicts the number of programs currently participating in Nevada's Silver State Stars. Although Nevada has a long way to go, a solid plan is in place to ensure that these ambitious targets are achievable. This advancement will build on progress already made. Silver State Stars will increase the number of publicly-funded ELD programs from 34 currently enrolled to 170 in Year 1, by targeting those programs that receive subsidies for 20% or more of their total enrollment. The following targets are set for increasing participation of other publicly funded ELD programs in Silver State Stars as follows:

1. Head Start/Early Head Start: 80% of programs will participate by Year 4
2. IDEA Part B and Part C: 50% of programs will participate by Year 4
3. Title I: 50% of programs will participate by Year 4

The SILVER STATE STRONG plan for increasing the number and expanding the types of programs included and participating in the Silver State Stars will also include:

- Close collaboration with the Nevada Registry (which is mandatory for all teachers in licensed programs) to ensure that early childhood educators just starting in the field are aware of the TQRIS and understand the expectations for increased professional development. Through the Nevada Registry and T.E.A.C.H. Early Childhood Scholarship program, teachers and directors have access to educational scholarships and financial incentives that will assist the programs that they are associated with to attain higher star ratings.
- Subsidy intake workers will provide targeted education to high needs families regarding the importance of early brain development and high quality environments, thus

empowering families to be more involved in their children's school success and choose those programs that are actively working to improve quality through Silver State Stars.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: A total of 1393 children in FY12-13 are served within 11 programs/districts. Data provided by NDE.</i>	11 programs 32 classrooms	1	3	5	15	16	50	24	75	32	100
Early Head Start and Head Start ²⁵	7 Grantees 50 Sites	11	22	20	40	30	60	35	70	40	80
Programs funded by IDEA, Part C	Not Applicable	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Programs funded by IDEA, Part B, section 619*	Not Applicable	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Programs funded under Title I of ESEA –	17 grantees 489 classrooms	0	0	49	10	122	25	196	40	245	50
Programs receiving from CCDF funds * Out of 340 centers eligible to receive CCDF funds, approximately 20% do not have CCDF kids enrolled so are not receiving funding	272 Centers/ Programs	47	14.5	74	27.2	114	41.9	193	70.9	272	100
All Center Based Care	329*	47	14.3	99	30.0	197	60.0	329	100	329	100

²⁵ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
All Family Child Care	368	0	0	0	0	10	2.7	28	7.6	83	22.5
NOTE: Implementation of the QRIS rolled out in July 2012 to Clark County and expanded statewide in July of 2013. Currently there are 47 centers enrolled in QRIS and one center with an official star rating. *Indicates programs may overlap and are not mutually exclusive.											

(B)(3) RATING AND MONITORING EARLY LEARNING AND DEVELOPMENT PROGRAMS

Nevada is proud of how far its Silver State Stars TQRIS has come, and we are excited about where it is headed. Significant resources have been invested in developing the system, which have included planning, outreach, marketing, training and evaluation. The model was collaboratively designed, with 40+ professionals from 30 different programs contributing their input and expertise. These included directors and owners of private ELD programs, Child Care Licensing, NSHE, the Head Start Collaboration and Early Childhood Systems Office, Family Child Care providers, and others. The three-year pilot involved 30 licensed ELD programs in Southern Nevada which were randomly chosen, ranging from Head Start programs to University Lab schools, and included programs serving large numbers of children with high needs.

The TQRIS reflects lessons learned from: the data collected on coaching effectiveness; the ability for programs to place at all levels of the TQRIS; the pace at which programs can improve ratings, ERS scores; and child outcomes. Based on these lessons learned during the three-year pilot project, Nevada has developed the Silver Stars model to provide ELD programs with an orientation to the TQRIS and the ERS prior to signing them up for coaching, a reliable baseline for beginning their continuous quality improvement plan (CQIP), a reliable coaching staff that supports programs in meeting the goals of the CQIP, a long enough period of coaching that allows programs to improve ERS scores and increase star levels and a valid and reliable final ERS assessment for their final star rating.

(B)(3)(a) Using a valid and reliable tool for monitoring such programs, having trained

monitors whose ratings have acceptable level of inter-rater reliability, and monitoring and rating the Early and Development Programs with frequency.

Nevada currently uses Environmental Rating Scales (ERS) as part of the external validation for both pre-assessments and final assessments. Both assessments are completed by assessors trained in the ERS to 90% reliability. ELD programs participating in the TQRIS can choose to participate in free coaching for up to 18 months. Coaches are also trained to 85% reliability in the ERS. Because the coaching cycles are 18 months, Nevada has chosen to reduce star rating frequency from 2 years to 18 months. Nevada will begin to incorporate CLASS through the 18-month maintenance period between star ratings. Both the ERS and CLASS will be used in the coaching CQIP, but only the ERS will be used as part of the rating until 2016 when it will be incorporated into the 4 and 5 star levels. As noted in the description of Silver State SKILLS (*Project 3*) in Section D, Nevada's ECE workforce standards will increase in conjunction with incorporating both CLASS and ERS into the TQRIS.

The Assessors are responsible for administering the ERS for both the pre-assessment that coaches use in the CQIP with programs and the final ERS score which will go towards determining a programs star rating level. Nevada takes inter-rater reliability very seriously. The TQRIS Anchor Assessor is trained to reliability (90%) with the authors of the ERS and her reliability is checked against the authors every year. Additional Assessors are trained to (85%) inter-rater reliability to the anchor assessor on ERS and check every 6th assessment for confirmation. Assessors attend monthly trainings with the coaches for in-depth training on the ERS, program updates, and support for ERS. The assessor completes an ERS assessment on 50% of the classes serving each age group (ITERS-R/ECERS-R). Reports are then sent to the coach, who moves forward with implementing the CQIP.

Nevada's TQRIS provides coaches to programs, free of charge. Coaches each have up to 10 centers assigned to them. They negotiate an MOU with each center that specifies expectations of the program and the commitments of the coach. Coaches commit to working with programs 12-18 hours monthly per month and review the CQIP to assure that progress is being made towards goals. ELD programs have the option to reinstate the MOU every six months up to three times prior to their star rating. Coaches are trained to reliability (85%) to Nevada's Anchor Assessor for the state on the ERS, and reliability is confirmed monthly with the Anchor Assessor. Coaches

attend monthly trainings with assessors for in-depth training on the ERS, program updates, and coaching support for ERS. The extensive training provided to coaches will support ELD programs in maintaining higher ERS scores between star ratings, thus allowing for frequency of ratings to be spread to 18 months rather than the one year as is common with some other states.

(B)(3)(b) Providing Quality Rating and Licensing Information to Parents with children enrolled in Early Learning and Development Programs and making program quality rating data, information, and licensing history publically available in formats that are written in plain language, and are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

When programs are rated, the ratings are made accessible to families in a variety of ways. The statewide CCR&R currently identifies participating programs in their referral database. Additionally, TQRIS program's star levels will be available in the Child Care Licensing program list and on the Silver State Stars website. Child Care Licensing ensures that ELD program records on health and safety compliance are readily available to parents. OECE is currently working with a web designer to create an improved web site that will be very family friendly, and share information for families about participating programs including: star level, general program information, Career Ladder levels of staff and director, number of openings, a link to licensing for Health and Safety compliance, eligibility criteria, parent training programs, and any additional information that programs would like to post.

The web site is due to go live in December 2013, and will feature a parent access portal with a topic-based pull-down menu that will provide information on TQRIS programs star level, licensing compliance, career ladder levels of administrators and staff, specialized training experience of staff working with children with disabilities, and pictures of the programs (if programs choose to have them included).

The OECE also provides training on Silver State Stars to all CCDF subsidy intake workers who enroll families for child care subsidies. These workers distribute easy-to-understand, plain language information to families about the star levels, what each level means, and why quality care is important to their child. The intake staff will provide written materials, in English and Spanish, to families about "Choosing High Quality Care" and "Why Quality is Important to My Child." In addition, participating programs receive promotional materials, such as posters, banners, and a window cling that says "Ask me about Nevada's Silver State Stars." Programs are

encouraged to place the window cling in a visible location and are coached on how to share information with parents about the rating system and the process, in order to support parents in making decisions about their child's early learning and development. In addition, materials about the TQRIS and why it's important will be provided to programs participating in the TQRIS to share with families during parent conferences, back to school nights, and in newsletters.

(B)(4) PROMOTING ACCESS TO HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT PROGRAMS FOR CHILDREN WITH HIGH NEEDS

Nevada has set ambitious targets to include participation of the majority of ELD programs serving high needs children in Silver State Stars over the next four years. Nevada will promote access to high-quality ELD programs for children with high needs by increasing CCDF subsidy reimbursement rates for families with children with special needs and providing additional support and training for ELD programs serving these children. Specifically, programs serving high numbers of children with high needs will be supported to ensure that program staff is equipped to provide early childhood mental health support. This includes training and technical assistance on The TACSEI Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. Other strategies to promote access include:

- Providing grants for materials to programs participating in the coaching program;
- Providing tiered reimbursement rates at levels 3, 4 and 5 of the TQIRS;
- Providing celebratory bonuses as programs move through star levels. These small bonuses are designed for programs to celebrate with their staff when they are able to advance from one star level to the next: 2-3 stars=\$250, 3-4 stars=\$500, and 4-5 stars=\$1000;
- Increasing teacher qualification through Professional Development Modules (PDM) that are linked to Nevada's Core Knowledge Areas and TQRIS quality indicators;
- Targeting teachers at the lowest end of the Career Ladder to participate in the PDMs that will articulate to college credits, thus starting them on the path to higher education degrees;
- Prioritizing wage incentives to teachers working in ELD programs with the highest number of children with high needs first; and
- Providing coaching support to ELD programs that choose to become demonstration sites, working towards fidelity in the implementation of the Pyramid Model a program for supporting social emotional competence in infants and young children.

(B)(4)(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation)

Silver State Stars will provide participating programs with financial incentives, access to scholarships and compensation programs, coaching and professional development opportunities. For the ECE workforce, existing supports will be enhanced and new policies and practices implemented to engage participation of programs serving children with high needs.

Financial Incentives, Supports and Reimbursement Rates. All programs entering Silver State Stars will have access to quality improvement grants through the coaching program. These grants will be based on the number of children that the program is licensed for and available for materials and equipment that will aid in meeting goals of the CQIP. Tiered reimbursement has also been established for programs that are serving children with high needs. ELD programs that demonstrate a 3, 4, or 5-star rating will receive an additional 6%, 9%, or 12% (respectively) reimbursement for children on the CCDF subsidy program. In addition, Nevada will award ELD programs with an advancement bonus between levels beginning at advancement from a level 2 to 3. These bonuses are designed to allow for the program to have a “celebration” with their staff for all of the hard work associated with star level advancement.

Additional incentives will be provided for individuals working in programs with the highest percentage of children receiving subsidies and participating in Silver State Stars. Educators at participating centers will have access to the Pathways to Proficiency framework, which is provided through T.E.A.C.H. Early Childhood Nevada and designed to allow entry-level professionals to progress from informal training into formal degree options. (*See Section (D)(2) for further detail.*) Since both director and staff qualification licensing requirements are currently very low in Nevada, Silver State Stars includes formal education (college credits) for directors beginning at a 3 star level and formal education for staff at a 5 star level. These Pathways will allow ELD programs participating in the TQIRS to increase both director and staff formal education levels, allowing them to move up in star levels.

Training and Technical Assistance. Coaching, training, and technical assistance (TA) is provided free of charge to participating programs as well as those who plan to participate. The coaching staff, housed at Nevada’s statewide CCR&R (The Children’s Cabinet), will provide

training on the ERS, curriculum development, environments, and administrative support.

Training on Nevada's Pre-K standards and Early Learning Guidelines is provided throughout Nevada via a contract with Washoe County School District. Training on Silver State Stars is provided by the OECE. Early Childhood Mental Health Services offers free trainings on social emotional development, specifically the TACSEI Pyramid Model. All trainings are approved by and posted on The Nevada Registry website in their training calendar. The website also provides ECE educators with an online professional development plan (PDP) which is linked with the Nevada Core Knowledge Areas and Core Competencies.

These activities will be streamlined by focusing on improving current training and TA opportunities and implementing new incentives for the early childhood workforce. As described in section (D)(2), Professional Development Modules (PDM) will be created that are aligned to Nevada's Core Knowledge and Competency Framework (Framework). These PDMs will be available utilizing a variety of forums, including live training, online, and video conferencing in order to reach the largest possible number of ECE professionals. These trainings will range from entry level (e.g. Family, Friend and Neighbor, CCDF unlicensed subsidy providers) to advanced levels, which will provide mentoring and training for those with higher degrees and more experience to take on roles of leadership.

Coaches use the initial ERS assessments to create CQIP with the program administrator. Coaches commit to working with programs 12-18 hours per month and reviewing the CQIP to assure that progress towards goals is being made. Once a star level has been achieved, the program will begin their maintenance period of 18 months. While in the 18-month maintenance period, the program administrator will take over the lead on the CQIP and the coaching staff will gradually reduce the intensity of their work with a program. The coaches will then begin using the CLASS and incorporate training and support for CLASS into the CQIP during the programs maintenance period. Preparing ELD programs for the addition of CLASS into Nevada's TQRIS. CLASS will be added to levels 4 and 5 of Nevada's TQRIS in Year 3 of Silver State Strong implementation.

Scholarships. In order for ELD programs to increase their star rating, directors and teaching staff must begin to obtain higher education degrees. Through T.E.A.C.H scholarships, early childhood teachers and directors employed by participating programs are eligible to receive scholarships to obtain a Child Development Associate (CDA) certification (9 credits), an

Apprenticeship certification (21 credits), and associate degree and/or a bachelor's degree in early childhood education or another related field with an emphasis in ECE (depending on degree offered). The T.E.A.C.H. Early Childhood Nevada scholarship program is operated by NevAEYC and is supported by the OECE with CCDF quality funding. T.E.A.C.H. provides assistance with cost of tuition, books, and release time and also works with the teacher's employer to provide release time to attend class and complete coursework.

In order to assure that children with high needs have access to programs with high quality teachers, all programs participating in T.E.A.C.H. will be required to participate in the TQRIS beginning in Year 1. Currently, a large number of publicly funded Pre-K programs in Nevada are staffed by teachers with a teaching credential, but not necessarily in early childhood education. T.E.A.C.H. scholarships are available for those ECE teachers working in public school settings that may already have a bachelor's degree in elementary education, but wish to place higher on the Career Ladder and in order to do so must have 30 credits in ECE, thus allowing them to meet criteria for higher star ratings. In addition, all early childhood teachers can apply to receive scholarships to attend the annual NevAEYC conference. These scholarships are provided by the OECE and Nevada's statewide CCR&R. They are awarded through an application and lottery.

T.E.A.C.H. was recently awarded a grant through AmeriCorps to provide trained volunteers to support nonprofit programs while the teacher is on release time. The T.E.A.C.H. Corps volunteers also provide focused curriculum in the early childhood classrooms on emergency preparedness and literacy development. Those programs that do not qualify for a T.E.A.C.H. Corps volunteer receive a stipend to help offset the cost of hiring a substitute teacher. In return for the scholarship, the teacher commits to maintain employment with the program for at least one year after the scholarship ends. After each year of successful course completion, the teacher receives a bonus from T.E.A.C.H. Recipients also receive wage increases or bonuses from their employer as long as they maintain employment and complete the commitment to their center.

(B)(4)(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services)

Silver State Stars currently requires all participating programs to be included in the CCDF subsidy resource list. Currently, 13% of the total licensed ELD programs (of which 23% are

Head Start programs) are participating in Nevada's TQRIS. Focused outreach to include Nevada's remaining Head Start, Early Head Start and tribal Head Start programs in the TQRIS is already occurring. Many of Nevada's ELD programs participating in the TQRIS, including the Head Start programs, already offer additional supports for families such as transportation to and from a facility, non-traditional hours, and additional family supports. Head Start programs often provide full-day or extended hours of care through CCDF for working families. Additional supports to families include participation in Child and Adult Food Care Program (CAFCP) ensuring that meals and snacks meet appropriate nutritional standards (which is also a criteria included in the ERS).

Nevada has also developed a model for providing enhanced CCDF subsidy rates for families with children who have special needs. These families will receive a higher rate of reimbursement than the current CCDF subsidy reimbursement rate provides. Although families will have a choice in where they place their children, ELD programs have the option of becoming an approved specialized facility. In order to do this, programs must participate in the TQRIS, the director or Family Child Care (FCC) Provider must be a level 4.2 (AA or AAS degree in ECE) on the Nevada Career Ladder and have completed ECE 200 (The Exceptional Child). If this course has not been completed through a previous degree program, a scholarship from the OECE will be provided for the director, FCC provider and any staff choosing to take the course. Any early childhood staff completing this course with a grade of B or better will receive a one-time \$200 stipend.

In addition, the ELD programs will receive a grant (based on licensing capacity) to provide any required equipment to accommodate children with special needs. Each ELD program must also work with outside professionals (e.g., early intervention, speech pathologist, therapist) to develop a written plan of services specific to child care needs for each child with special needs. If a family chooses an approved specialized facility, they have two choices: 1) They may receive an even higher reimbursement rate (over the already enhanced rate); or 2) They may take the initial enhanced rate and also receive it for other children in their family attending the same program.

Due to the lack of services, including licensed child care centers, in many rural areas of Nevada, and the 24/7 work environment of casinos, families with high needs are especially vulnerable. By expanding the TQRIS to FCC programs, Nevada will help increase the quality and access to

those programs, thereby expanding options for working families, particularly those in rural areas and those with parents working non-traditional hours. The additional support and resources available through the TQRIS will allow more FCC programs to provide the services that families in their communities truly need.

In order to enhance social emotional development in ELD programs, Nevada provides consultation, on-site technical assistance and training free of charge. DCFS Early Childhood Mental Health programs provide a mental health specialist that offers on-site consultation to programs and families with a child who needs additional behavioral support. Consultation services include child observations or assessments, support in writing and implementing behavior plans, training on The Pyramid Model and technical assistance.

(B)(4)(c) Setting ambitious yet achievable targets for increasing--

By 2017, Nevada will move 20% or approximately 64 programs into the top two tiers of the TQRIS. This will include most of the programs serving our highest needs children (all CCDF subsidies, all state-funded preschool, and almost all other publicly funded preschool programs). Currently only one state-funded preschool program and no other publicly funded programs are participating in the TQRIS. However, with the support of NDE and the Governor's office, Nevada will begin to include all ELD programs.

(1) The number of Early Learning and Development Programs in the top tiers:

The target goals for the number of ELD programs in the top two tiers (levels 4 and 5) of the Nevada Silver State Stars *TQRIS* are as follows:

Year 1	Year 2	Year 3	Year 4
10% of all programs	15% of all programs	18% of all programs	20% of all programs

The overall target for Silver State Stars at the end of the four year project period will be to have between 64 and 80 of the 323 programs expected to be participating in the top two tiers. An additional 97 will be targeted for the three star rating.

(2) The number and percentage of children with high needs who are enrolled in Early Learning and Development Programs that are in the top tiers:

The percentage of children with high needs who are enrolled in ELD programs in the top two tiers will be as follows, based on the total known numbers who are currently served and the

projections of percentages of programs in the top tiers detailed above:

Year 1	Year 2	Year 3	Year 4
10,233 – 10%	15,350 – 15%	18,420 – 18%	20,467 – 20%

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016	Target- end of calendar year 2017
Total number of programs covered by the Tiered Quality Rating and Improvement System	47 CB 0 Home Based Care(FCC)*	86 CB 0 FCC Pilot	114 CB 10 FCC Pilot	193 CB 28 FCC	272 CB 83 FCC
Number of programs in Tier 1	0	15 CB n/a FCC	21 CB n/a FCC	35 CB 5 FCC	27 CB 15 FCC
Number of programs in Tier 2	1	28 CB n/a FCC	38 CB n/a FCC	64 CB 9 FCC	68 CB 27 FCC
Number of programs in Tier 3	0	29 CB n/a FCC	39 CB n/a FCC	66 CB 10 FCC	109 CB 28 FCC
Number of programs in Tier 4	0	9 CB n/a FCC	11 CB n/a FCC	19 CB 3 FCC	41 CB 8 FCC
Number of programs in Tier 5	0	4 CB n/a FCC	6 CB n/a FCC	10 CB 1 FCC	27 CB 4 FCC
<p><i>NOTE: Implementation of the QRIS rolled out in July 2012 to Clark County and expanded statewide in July of 2013. Currently there are 47 centers enrolled in QRIS and one center with an official star rating. Annual target-end tier projections based in part on distribution of ECERS and ITERS scores reported in Assessment of Center-Based Quality 2011-12(SEI Inc.: http://dhhs.nv.gov/HeadStart/Docs/AssessmentOfCenter-BasedQualityFinal.pdf) Currently Family Child Care is not a part of the QRIS however, it is anticipated that a pilot project will begin in 2014 to include Home Based Care. The full QRIS for home based care will begin in 2016 in Northern Nevada (estimated to serve %15 of FCC) and expand statewide by the end of 2017 (estimated to serve 30% of FCC). Current tier estimates are based on following percentages for both CB and FCC: 1=18%, 2=33%, 3=34%, 4=10%, 5=5%;For CB, percentages increased for the 3, 4, and 5 tiers in final year (1=10%, 2=25%, 3=40%, 4=15%, 5=10%;) with expectation that some centers would be re-evaluated and improve.</i></p>					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target - end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded	1393	1	3	210	15	697	50	1,045	75	1,393	100

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target - end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
preschool <i>Specify:</i>											
Early Head Start and Head Start ²⁶	4604	1,013	22	1,842	40	2,762	60	3,223	70	3,683	80
Early Learning and Development Programs funded by IDEA, Part C	Not Applicable	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Early Learning and Development Programs funded under Title I of ESEA	2175	0	0	22	10	544	25	870	40	1,088	50
Early Learning and Development Programs receiving funds from the State's CCDF program	3,853	557	14.5	1,048	27.2	1614	41.9	2,732	70.9	3,853	100
NA – The Nevada TQRIS just began in July 2012 and currently has 47 centers enrolled, however, only 1 center has received a star rating, which was not a high quality rating (2/5 stars). 4 or 5 star centers are considered in the top tiered programs. It is anticipated that centers currently enrolled will be receiving their star ratings by mid-2014.											

(B)(5) VALIDATING THE EFFECTIVENESS OF THE STATE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

(B)(5)(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality

The TQRIS has just begun its fifth year and is now implemented statewide. During the first three (pilot) years, the methods of validation that were used to establish the star rating levels included examination of other rating systems, examination of ECERS and ITERS results to determine cut-points for each star level, obtaining feedback from key stakeholders as well as center directors

²⁶ Including Migrant and Tribal Head Start located in the State.

and staff about the feasibility of the project and the requirements in each level, and obtaining feedback from parents. Now that the system is in place and the star criteria have been set, it is a priority to validate whether child outcomes improve in association with star ratings.

NICRP has designed an outcome study to examine the relationship between child outcomes and star ratings. This study is planned for implementation in Clark County (Southern Nevada) over the next year, and has already received approval from the UNLV Institutional Review Board. This study includes 100 children from low (1-2), medium (3), and high (4-5) rated star centers in Clark County. Children will be assessed approximately six months after a center has been given a star rating. After centers have been assigned a final star rating they will be asked to distribute a letter, parental permission form, a demographic form/questionnaire, and return envelope to the parents of children that receive care at their centers. These materials will explain the evaluation project and invite parents to volunteer their child to participate in the brief assessment process.

Each child assessment should take no more than 60 minutes and will include the Peabody Picture Vocabulary Test-IV, the Woodcock Johnson Applied Problems subtest, the Woodcock Johnson Letter Identification subtest, the Woodcock Johnson Passage Comprehension subtest, and the Devereux Early Childhood Assessment (DECA). All measures selected are very common assessments and have been validated for the study population.

The Peabody Picture Vocabulary Test (PPVT 3rd Edition) will be used to measure a child's ability to understand spoken words. For this assessment, the test administrator presents a child with a series of pictures and asks the child to identify which picture best represents a verbally presented word. The Woodcock Johnson (3rd Edition) will be used to measure a child's pre-verbal and pre-math skills. For this assessment, the test administrator asks a child to match pictures with words, identify letters and words, complete passages by pointing to pictures, count objects, and solve simple math problems. The DECA Total Protective Factors can be completed by parents, family caregivers or early childhood professionals (preschool teachers and child care providers). The DECA evaluates the frequency of 27 positive behaviors (i.e. strengths) exhibited by preschoolers. Typical items include "chooses to do tasks that are challenging for him/her," "shows patience," and "asks adults to play with or read to her/him." These items were derived from the childhood resilience literature and through focus groups conducted with parents and early childhood professionals. The DECA also contains a 10-item behavioral concerns screening.

One of the primary purposes of the DECA is to generate classroom profiles indicating the relative strengths of all children, so that classroom design and instructional strategies can build upon these strengths to facilitate the healthy social and emotional growth of all children.

If requested, parents will have the option to review the assessment materials prior to giving permission for their child to participate. Data will be collected from the parent, the center, and the child. Data from the parents include the demographic form/questionnaire. Data from the center staff will include completion of the DECA. Data from the child will include the PPVT-III and the Applied Problems, Letter Identification, and Passage Comprehension subtests of the Woodcock Johnson-III. Assessments will be scheduled with and conducted at the child's center.

For analysis purposes, centers will be divided into 2 groups based on their star ratings. Group 1 will consist of centers with a rating of 1, 2, or 3 stars and Group 2 will consist of centers with a rating of 4 or 5 stars. NICRP staff will attempt to assess a minimum of 50 children from each group for a total of 100 children. Assuming a large effect, using a statistical power analysis program, it was determined that 100 total participants will be needed for this study. Recruitment will end once enough children have been assessed from each group.

After data are collected, NICRP will analyze the data to understand the relationship between these child outcomes and a center's overall star rating. During data analysis, NICRP will control for as many confounding variables (e.g. income) as possible to ensure that measures of difference can be logically tied to the quality associated with a center's star rating. Parental incentives will be provided to help encourage participation in the assessments. Center-based incentives will also be provided because center staff will be asked to complete the DECA. This small-scale outcome study will determine if differences in child outcomes can be detected between centers based on star ratings. This will help to ensure that Nevada's TQRIS provides value to the community as well as assists centers in understanding how to improve quality.

In addition to this validation study, NICRP will continue to conduct process evaluations in order to monitor implementation and identify any specific successes or challenges that are integral to evaluating the success of the program. NICRP will continue to: 1) Solicit input once a year from select participating center directors as well as staff members to identify which activities are effective and which should be reviewed or potentially changed; 2) Use a system to track which centers enter the program, which complete the program and are issued a star rating, which

centers apply for and receive coaching and grants, and which centers submit a binder and receive a star rating regardless of program participation; and 3) Collect feedback from TQRIS staff working with centers.

Currently, the TQRIS only includes center-based care. Using RTT-ELC funding, Silver State Stars will expand to include Family Child Care providers. Since it is not appropriate to initiate a validation study until the system has been piloted and fully implemented for a new program, NICRP will use the existing evaluation processes as a starting point for the first two years, and then modify the design as needed to account for the unique structure of Family Child Care. NICRP will pilot test the incorporation of Family Child Care providers to ensure that implementation processes and systems are effective for this new type of participant. This process evaluation is necessary to identify potential barriers to participation for Family Child Care as well as refine policy and processes. Process evaluation activities will include:

- *Define and monitor the process for assessing, coaching, and rating FCC providers* - This will include reviewing the implementation of orientation meetings, conducting pre-surveys for FCC programs to understand their knowledge about TQRIS and concerns entering the program.
- *Implementation* - Pilot testing phase will begin with FCC providers in Washoe County (Northern Nevada). FCC providers will be solicited for participation, stratified by type (size, location, etc) and then randomly selected for inclusion in the evaluation study. After pilot testing is complete and a FCC TQRIS system has been created and finalized, implementation will expand to Clark County and eventually rural counties statewide. The scale up process for FCC providers will mirror that of center-based locations.

(B)(5)(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness.

NICRP has designed two additional research studies to measure child progress. First, NICRP designed a comprehensive, quasi-experimental, pre-post design study to examine the relationship between child outcomes and star ratings that will assess children across the state of Nevada. This study will also provide the ability to determine if there are differences in child outcomes regionally. This design will use the same measures listed above, but the measures will be administered to each child twice to determine if the progress made while at a center is

significantly different across star levels.

After a center has been assigned a star rating, with parent permission, children will be assessed immediately and six months later. This portion of the outcome study will only include children without documented developmental delays, and demographic variables that could act as covariates (i.e. hours per week spend at the center, socioeconomic status) will be collected and included in analyses. Both centers and parents will receive an incentive for their participation in the study. A total of 200 children statewide will be included in this study and it will take place over a two year time period (2015-2016).

Second, NICRP plans to use the data from the Silver State KIDS (*Project 2*) kindergarten entry assessment tool, Teaching Strategies Gold, to examine differences in kindergarten readiness based on star rating. Data collection will begin after Phase II of Silver State KIDS has been implemented and the data are available (Fall 2014), at which point analysis will begin on this component of the validation study.

SECTION C: PROMOTING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN

Nevada has the following early learning and development standards in place: 1) The **Nevada Pre-K Standards** (*see Appendix H*) describe appropriate outcomes for children at the end of their preschool experiences and entering kindergarten; and 2) The draft **Nevada Infant and Toddler Early Learning Guidelines (ELG)** (*see Appendix G*) describe learning benchmarks for children birth to age three that align with the Pre-K Standards. Together, these standards constitute **Nevada's Early Learning and Development (ELD) Standards**. The ELD Standards provide a framework for curriculum and instruction for all of Nevada's early childhood programs and classrooms. They are used for assessing growth and development and for sharing important information about developmental standards with families. The ELD Standards were developed jointly by the NDE's Office of Educational Opportunity as well as the OECE, which manages

the CCDF program.²⁷

(C)(1) DEVELOPING AND USING STATEWIDE, HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT STANDARDS.

Nevada’s Early Learning and Development Standards are used statewide by all publicly funded ELD programs and classrooms, including those that serve children with high needs. Nevada’s ELD Standards align with the Head Start Child Development and Early Learning Framework as well as with Nevada’s school readiness definition. Nevada’s ELD Standards are guided by the following principles:

1. Children are active learners
2. Development and learning are interrelated
3. Growth and learning are sequential
4. Each child is an individual learner
5. Development and learning are embedded in culture
6. Family engagement is necessary
7. Children’s learning can be clarified, enriched, and extended

Children thrive in early learning settings that uniformly implement these standards in the context of developmentally appropriate programs within active learning environments.

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness

The National Education Goals Panel brought together a group of early childhood experts to provide a conceptual framework for readiness, and recommend how readiness should be assessed. Based upon this group’s work, the Goals Panel adopted the following five domains of children’s early development and learning that must be considered when defining school readiness: Health and Physical Development; Emotional Well Being and Social Competence(Social/Emotional); Approaches to Learning; Communicative Skills; and Cognition and General Knowledge. These are the content areas of both Nevada’s Infant Toddler Early

²⁷ As noted in Section A, the OECE will be repositioned to NDE as part of the restructuring plan.

Learning Guidelines and Pre-K Standards, which are aligned to Nevada’s K-12 Content Standards as illustrated in the following graphic.

Infant/Toddler (0-48 months) ELG Domains and Content Standards	Pre-Kindergarten (48-60 months) ELG Domains and Content Standards		K-12
Cognition & General Knowledge <ul style="list-style-type: none">Discovering the WorldDiscover and Learn: Mathematical Exploration and LearningDiscover and Learn: Scientific Exploration and Learning	Cognitive: Mathematics <ul style="list-style-type: none">Numbers, Number Sense & ComputationPatterns, Functions & AlgebraMeasurementSpatial Relationships, Geometry & LogicData Analysis	Cognitive: Science <ul style="list-style-type: none">Nature of ScienceEarth & Space SciencePhysical ScienceLife Science	K-12 Content Standards
Language Development & Communication <ul style="list-style-type: none">Communicating & UnderstandingPre-ReadingPre-Writing	English Language Arts <ul style="list-style-type: none">Word AnalysisReading StrategiesLiterary TextExpository Text	<ul style="list-style-type: none">Effective WritingTypes of WritingListeningSpeaking	
Personal & Social/Emotional <ul style="list-style-type: none">Developing Sense of Self and OthersEmotional ExpressionPro-Social BehaviorsSelf Regulation & Self Control Skills	Social Emotional <ul style="list-style-type: none">Self-ConfidenceSelf DirectionIdentification & Expression of FeelingsInteraction with Other Children & AdultsPro-Social BehaviorsAttending & Focusing Skills	Social Studies <ul style="list-style-type: none">HistoryGeographyEconomyCivics	
Approaches to Learning Creative Expression/Experiences <ul style="list-style-type: none">Creativity, Curiosity & Critical ThinkingVisual & Sensory ArtsMusic/MovementDramatic Play	Approaches to Learning Creative Expression/Experiences <ul style="list-style-type: none">Creative ThinkingMusic/Movement: Singing, Playing Instruments, Improvisation, Listening, Evaluation, Application to life, & Cross-CurricularDramatic PlayVisual Arts: Knowledge, Application, Content, Context, Interpretation & Cross-Curricular		
Physical Development & Health <ul style="list-style-type: none">Coordinate MovementsGross Motor CoordinationFine Motor ControlHealth	Physical Development <ul style="list-style-type: none">Development of Motor skills, Locomotor, Non-locomotor, Manipulative skills, Cardio-respiratory (health enhancing, Personal Responsibility, Positive Social Interaction, and Fine Motor Health Education <ul style="list-style-type: none">Health Promotion/Disease PreventionHealth Enhancing BehaviorsInterpersonal Communication to Enhance Health		

The research base used to develop Nevada’s ELD Standards and ensure that they are developmentally, culturally, and linguistically appropriate among the above content areas is vast and can be found starting on page 87 of Nevada’s Pre-K Standards (*see Appendix H*) and page 79 of Infant Toddler Early Learning Guidelines (*see Appendix G*). In addition to the research base, the development of Nevada’s Pre-K Standards (originally developed in 2002 and updated in 2009) included input from many early childhood experts to ensure that the standards were developmentally appropriate. The experts were given copies of standards from other states to review as part of this process as well as a copy of the Nevada Academic Standards and Indicators of Progress for Kindergarten.

Nevada’s Infant Toddler Early Learning Guidelines were developed in a similar manner. In 2008, a steering committee of early childhood professionals began to work on Nevada’s Infant

and Toddler Early Learning Guidelines. They reviewed the work that had been accomplished by other states and then invited a list of stakeholders to become participants on work groups. The work groups focused on specific domains and they developed specific guidelines that should be included in Nevada's Early Learning Guidelines for the following age groups: Birth to 4 months, 4-8 months, 8 -12 months, 12 – 18 months, 18 - 24 months, 24 – 30 months, 30 months to 3 years, and three years old.

Nevada's ELD Standards are grounded by seven guiding principles (outlined above). Guiding principle number four recognizes that each child is an individual learner and that each child will grow, develop, and learn at his or her own pace, including children with disabilities. Because children's development is due to both biological factors and the environment, the rate of their development and learning varies. Therefore, actual age is not the best sign of where a child should be developmentally. Furthermore, additional emphasis is placed on inclusive learning environments referencing best practice to encourage Pre-K teachers to incorporate adaptations into their daily routine to create a quality inclusive environment, which benefits both the children with disabilities and the typically developing children in the classroom (*see Appendix H, p.16*).

Nevada understands that providing culturally and linguistically appropriate early learning and care is critical to promoting school readiness for Nevada's increasingly diverse population. One half of the children enrolled in State Pre-K programs have limited English skills. Almost 40% of children enrolled in Early Head Start and Head Start programs in Nevada have a primary language other than English spoken at home. Guiding principle number five recognizes that development and learning are embedded in culture (the social context in which children learn, grow, and develop), which is defined as the language, knowledge, beliefs, art, moral, laws, customs, and ways of living that are passed on to future generations. The ELD Standards recognize that family, neighborhood, and social, religious or ethnic groups within a society pass on their customs, values, or moral principles to the young. In addition to the guiding principles, Nevada's ELD Standards highlight the importance of culture, diversity and language by recognizing that providing a classroom that is rich in language and that embraces the culture of

the program participants is fundamental to helping children develop a positive culture identity.²⁸ Young children begin to develop a greater understanding about themselves, their families and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and the differences about each other. These sections can be found on page 18 of the Pre-K Standards (*see Appendix H*), and page 8 of the Infant Toddler ELG Standards (*see Appendix G*).

Nevada's S³ plan will build on existing work to ensure that:

1. ELD program environments, curriculum and teaching materials reflect and support diverse populations;
2. Screenings, assessments and parent materials/communications are delivered in cultural/language/special needs appropriate formats;
3. Training, resources and policies improve access and expand inclusion opportunities for young children with disabilities and young children that are English Language Learners (ELL); and
4. Families of children with high needs, including ELL students and children with disabilities, will be provided with culturally reflective materials, instruction and support to reinforce their role in promoting school readiness for their child.

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics

As discussed in (C)(1)(a), the Nevada Infant and Toddler Early Learning Guidelines and Pre-K Standards are aligned. In early 2013, Nevada completed the work to align the Nevada Pre-K Standards to the Kindergarten Common Core State Standards (CCSS), with emphasis on Math and Literacy. To document this alignment, Nevada developed a resource called the Early Childhood Crosswalk: Aligning the Nevada Pre-K and Common Core Standards (*see Appendix I*). This resource helps educators by linking ELD curriculum and activities to the CCSS across

28 Derman-Sparks, L., & Edwards, J.O. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.

all domains of learning. The *Early Childhood Crosswalk* will be presented to the State Board of Education for final adoption this school year. Training to implement these standards will be provided to teachers of children from birth to third grade, to assist in continuity of curricular implementation across the child's early years.

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development

Nevada's Early Learning and Development Standards are used throughout the state as a framework to guide curricula for all ECE programs. Silver State Stars, Child Care Licensing, and State Pre-K programs incorporate these standards in their regulatory, monitoring and oversight policies and procedures. This ensures that Nevada's ECE professionals and programs are guided by standards that support developmentally and culturally appropriate best practices.

Integrating Nevada's Early Learning and Development Standards has been a corner stone of improvement in the field for the last decade. The ELD Standards will be a key element of the S³ Silver State SKILLS²⁹ plan over the next four years, which will focus professional development activities on incorporating the ELD Standards into the state's Workforce Knowledge and Competency Framework (Framework). The Nevada Registry has developed Core Knowledge Areas (CKA) and Competencies that provide the foundation for Nevada's ECE Professional Career Ladder. They also provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved.

The incorporation of Nevada's ELD Standards is further supported in the Nevada State Literacy Plan, *Improving Literacy for a Strong Nevada*, (see Appendix P) and by the Nevada Striving Readers initiative, which use the following strategies to support learners from Birth – 3rd grade:

- 1) Curricula and instruction materials (including those incorporating technology and early language development) that (a) align to CCSS and Nevada Pre-K Standards, (b) adhere to

²⁹ "Standards, Knowledge and Innovation for Life-Long Success"

- principles of effective instruction, and (c) incorporate technology with universal design.
- 2) A coherent computer-based child assessment system that includes: (a) valid and reliable screening, diagnostic, and progress monitoring measures that are aligned to the CCSS; (b) easy access to and use of data; and (c) accommodations for students with special needs.
 - 3) Job-embedded professional development provided by implementation specialists/literacy coaches that train and support teachers in (a) implementation of specified curricula and instructional materials with a high degree of fidelity; (b) all of the components of effective literacy instruction; (c) use of specified assessment protocols and resulting data to support instructional decisions; and (d) how to use instructional technology to effect systemic and effective improvement in teaching and learning.
 - 4) Data-Based Decision-Making (DBDM) Literacy Teams in each school to: (a) support continuous improvement; (b) monitor implementation and outcomes at the student, classroom, grade, and school levels; and (c) identify professional development needs.
 - 5) Multi-leveled, evidence-based intervention and remediation programs based on student needs that are informed by continual monitoring of data documented student progress.

Nevada has a number of both public and private-funded opportunities available for teachers and care providers to access high quality training on family engagement strategies. The Nevada Registry promotes ECE teacher professional development and training across the state and tracks data on the number of trainings offered, number of participants completing training, and trainer's credentialing and expertise. One CKA is specific to parent and community engagement. One example of how this is currently provided to ECE professionals is through United Way of Southern Nevada which focuses on funding family engagement training in partnership with community partners (such as the library districts, Southern Nevada Wolf Trap Early Learning Through the Arts, Vegas PBS – Ready To Learn). The Nevada Registry tracked and listed a total of 1,418 Family and Community Relationships training sessions since 2004, which averages to 141 per year. There were 93 Family Engagement trainings offered in 2012, and 84 trainings have been completed to date in 2013.

Please refer to Section B(3) for detailed information about how parents and families will be educated and informed about standards, quality ratings, and supports available to assist them in supporting their child's learning and development.

(d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

The Pre-K Standards Office provides training for parents and providers. A train the trainer model has been developed to train ECE professionals to share how Nevada's Pre-K Standards can be implemented to early learning classrooms throughout Nevada. Since its inception in 2006, 805 trainings have been offered. CCDF Quality set aside funding supported development of the original Pre-K Standards in 2002, and subsequently supported development of guidebooks for providers and parents. Supports that are in place to promote understanding of and commitment to the ELD Standards across all ELD programs in the state include the following:

1. **Leadership and Alignment.** Recent changes at the state level will enable the NDE to have a broader reach to promote understanding of and commitment to the ELD Standards. The redesign and reorganization of Nevada's ECE leadership structure (described in Section A) is being implemented to facilitate stronger commitment and engage stronger support for raising the quality and standards for the state's ELD programs. Supporting this is the work of the NECAC, the P-20W Council and Nevada State Literacy Team, which each include representation of the Participating State Agencies accountable for Nevada's ELD programs. Additionally, the Silver State KIDS assessment instrument (TSG) is aligned with the Pre-K Standards as well as CCSS. Finally, Nevada's CCR&R provides technical assistance services and onsite support for implementing the standards in ELD program curriculum.
2. **Policies and Funding.** The 2013 Nevada Legislature imposed requirements that are intended to increase quality, affordability and access to ELD programs that are sufficiently monitored and resourced to achieve improved early learning and school readiness outcomes that are closely aligned with the ELD Standards. New legislation will result in measurable change in the quality of programs to align with the TQRIS and including parent feedback to improve inclusion. TQRIS coaches as well as CCR&R training and onsite support can be requested to assist in meeting the legislative requirements and achieve implementation of the ELD Standards.
3. **Coordination and Cross-Pollination.** Child Care Licensing, Silver State Stars, State Pre-K, Head Start/Early Head Start, and other accrediting entities have incorporated the

ELD Standards to improve ELD programs and to demonstrate and document growth of the children in their programs, many of which are using Teaching Strategies GOLD (TSG) now that it is funded by the state. TSG is Nevada's KEA tool that is currently being piloted in ELD programs and Kindergarten classrooms throughout Nevada.

Section E addresses supports in adopting TSG.

4. **Professional Development.** NSHE, The Nevada Registry, and T.E.A.C.H. work in a coordinated fashion to ensure that the ELD Standards and all school readiness domains are embedded, employed and emphasized in training, course curricula, and other workforce development activities across all early learning age groups. Training and onsite support are provided by community-based agencies including the current state CCR&R contractor and United Way of Southern Nevada.
5. **Silver State Stars.** Standards and competencies guide ECE program and staff training, coaching, monitoring, and evaluation to ensure that providers understand and competently implement the ELD Standards. TQRIS coaches receive training in the state Pre-K Standards to assist programs in implementing ELD Standards.

(C)(3) IDENTIFYING AND ADDRESSING THE HEALTH, BEHAVIORAL, AND DEVELOPMENTAL NEEDS OF CHILDREN WITH HIGH NEEDS TO IMPROVE SCHOOL READINESS.

The SILVER STATE STRONG (S³) plan will focus on increasing supports, skills and resources for ELD programs, ECE professionals, families and communities to meet the health, behavioral, and developmental needs of young children in Nevada, especially children with high needs.

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children's physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health

The Nevada Early Learning and Development Standards contain domains related to physical, social, and emotional development. The relevant program standards, as outlined in the Nevada Administrative Code 432A.390, include provisions for meeting the basic needs of children for:

- a) Good health and normal physical development;
- b) Optimal mental growth;
- c) Stimulating language and communicative experiences;

- d) The attention, acceptance and affection of others;
- e) Opportunities to experience success and to test mental, physical and social skills;
- f) Self-identity and a sense of competence and worth;
- g) The security provided by gentle discipline;
- h) Relations with others which set forth the rights of adults and the rights of children;
- i) Learning experiences planned with the aid of the child's parents which ensure harmony with the lifestyle and cultural background of the child;
- j) Activities which facilitate social growth and adjustment; and
- k) The time and opportunity to learn independence and personal care.

Nevada is making headway toward establishing a progression of health standards that align with these ELD Standards. Child Care Licensing and Silver State Stars have established health and safety standards that address developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children.

The S³ plan will incorporate additional standards that address ongoing developmental monitoring, guidance to parents on typical development, a well-planned referral system, and coordinated developmental screening services. This is intended to facilitate earlier identification and a more coordinated response for those children with or at risk of developmental delays or disabilities. Priorities to be addressed via Silver State Supports (*Project 4*) that will be reflected in Nevada's ELD Standards include:

Expanded Developmental Screening: Selection, training and expanded utilization of universal developmental screening tools and approaches in child-serving settings statewide (EPSDT, ASQ, and Teaching Strategies Gold);

Family Support: Engagement, education and support of families and caregivers to serve as knowledgeable system partners and advocates for their child's healthy development;

Improved Access to Resources: Linkage of ECE and child health providers to resources for referral, utilizing child care health consultants to link training and referrals among medical homes, early intervention services, child care programs and families;

Joint Accountability for Outcomes: Promoting the use of shared performance indicators to track and exchange data on outcomes related to developmental and behavioral health screening and referral activities across ECE, health, and early intervention systems; and

Training and Outreach: The newly revised ELG's will be distributed statewide as well as posted online for easy accessibility. Interactive materials will be developed for online users on the ELGs, Pre-K Standards and Alignment of Nevada Pre-K to Kindergarten CCSS. Statewide training will be available to ECE professionals through train the trainer sessions in order to increase capacity for providing additional training on standards, including on the alignment of Nevada Pre-K to Kindergarten CCSS training for the P-3 communities.

The Silver State Stars includes quality indicators related to medical/behavioral issues, policies for procedures on reporting child abuse and neglect, written health statement included in their parent handbook, and a written physical activity statement in the parent handbook. One of the four categories of quality indicators is specific to Health and Safety. The progression of Silver State Star levels in Health and Safety Standard indicators is illustrated in the table below.

Programs must meet the indicators in the previous star level in addition to the indicators in the star level for which they are seeking to achieve.

HEALTH & SAFETY				
★	★ ★	★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
Health and Safety Assessment is completed by a child care health consultant	Child Record Review is completed by a child care health consultant	Center is a registered Web IZ provider	Menus are evaluated by a nutritionist	Center is a Child and Adult Care Food Program (CACFP) sponsored site
Center supports breastfeeding by offering a designated location	All classrooms have a cleaning and sanitation schedule posted	Staff plan and implement daily developmental appropriate physical activities for all children	Center has a documented improvement plan based on a nutrition and physical activity self-assessment checklist	Center provides care for sick children in a separate location, supervised by a nurse
Center has individualized health plans for children with medical concerns	Center has an emergency preparedness kit	All administrators have advanced training for emergency medical response to threatening incidents	50% of all teaching staff have advanced training for emergency medical response to threatening incident	The ASQ:SE is used to screen children's social-emotional development

Children in need of developmental services are referred to the appropriate agency	Children in need of mental health services are referred to the appropriate agency	Center has a behavior support team	Center has a documented improvement plan based on the Inventory of Practices for Promoting Social Emotional Competence	Center is a Nevada TACSEI Project demo site
Infant's teeth and gums are wiped with a disposable tissue after each feeding	Preschool children receive annual oral health education	Children up to two-years-old are served whole milk	Children two-years-old and older are served skim or 1% milk	

The Nevada Children's Advocacy Alliance (the Alliance) is in the process of conducting focus groups on revised child care licensing regulations related to health and nutrition, through a contract with the NDPBH, supported by funding from the Affordable Care Act. The Alliance is seeking feedback on increasing health standards to improve nutrition and physical activity in licensed programs. The Strong Start for Children campaign, managed by the Alliance, is leading efforts to increase advocacy by engaging families, providers and the broader community in advocating for early childhood education.

Several programs already provide in-depth parent education for the families that they serve. The State Pre-K programs, Early Head Start programs, and Head Start programs provide extensive parent education. Specifically, a "Parent Perspective Training" has been developed that provides parents with the opportunity to learn about the standards while engaged in activities that they can replicate at home to support their child's learning. Parents are given complementary guidebooks and reading materials as part of this training that provide strategies on how to support their child as they transition from Pre-K to Kindergarten. This training is provided in English and Spanish. Training is also offered to all ECE providers and training is being provided to trainers across the state to provide this to all parents.

Nevada's Technical Assistance Center for Social Emotional Intervention (TACSEI) uses the Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) to assess the fidelity of implementation of the Teaching Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model). The Pyramid Model promotes evidence-based practices that support positive social emotional skills for young children, such as recognizing emotions in self and others, learning rules and expectations, self-regulation, and positive social

interactions with peers. The Pyramid Model offers parents ideas for supporting their child's social emotional development during everyday activities and routines. Early childhood educators can learn new ways to build nurturing relationships, create supportive classroom environments, and help children develop social skills they will need to be ready for school. Items on the TPOT checklist serve as indicators that teaching practices associated with each component of the Pyramid Model are in place. The TPOT is completed during an observation of a preschool classroom and after an interview with the teacher. In the last two years, 4,701 educators and parents attended training on the Pyramid Model.

Over the past six years, United Way of Southern Nevada (UWSN) has contributed \$8.5 million of private funding from business partners in Southern Nevada to professional development for ELD programs to increase parents' understanding about what they need to do to prepare children for school. UWSN reports that 10,184 children and adults participated in 555 hours of family engagement training, focused on promoting family literacy, financial stability and use of a medical home, between July1, 2012- June 30, 2013.

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards

The S³ plan assures that health and safety standards are being met by continuing to build stronger alignment between program licensing and monitoring and ECE professional development activities. Since 2005, a total of 211 trainings have been conducted on the ELD Standards related to health (including health, physical development, and social-emotional health). The number of annual trainings offered on Nevada's ELD Standards has more than doubled since 2012. 805 trainings on the ELD Standards have been held since they were first adopted by the Nevada State Board of Education. 504 licensed child care providers have been trained to date during 2013 alone. The tables found in Section A of this proposal outline the numbers and percentages of ECE providers who receive training and support, which includes training on meeting State Pre-K health standards.

Health promotion practices are incorporated in both Child Care Licensing and Silver State Stars to further support ECE professionals in meeting the relevant ELD Standards. Silver State Stars requires that an increased number of health standards be implemented in order to increase star ratings. The OECE worked with The Nevada Registry, University of Nevada Cooperative

Extension (UNCE) and NDPBH to establish nutrition and physical activity standards through certification of child care providers. Silver State Stars also includes Health and Safety quality indicators that include having program menus evaluated by a nutritionist, supporting breastfeeding by offering a designated location and having a documented improvement plan based on a nutrition and physical activity self-assessment checklist. Additional quality indicators address oral health and referring children in need of developmental or mental health services.

Silver State Stars follows the latest health and safety practices from Caring for Our Children (CFOC). Programs participating in Silver State Stars are trained on health and safety practices such as personal care routines. Licensed child care providers are required to complete a minimum of two hours of training each year on topics related to nutrition, physical activity, and obesity prevention. Assembly Bill 109, passed during the 2013 legislative session, requires an increase in annual training hours over the next three years, including hours dedicated to health standards training, until a total of

Schedule of Increases in Training Hours (AB109)			
2013	2014	2015	2016
15	18	21	24

24 training hours is required. Currently, 15 hours of approved training is required. Additionally, any individual working with infants or toddlers must complete training on Sudden Infant Death Syndrome (SIDS) and all child care staff are required to complete training requirements for recognizing and reporting child abuse and neglect, CPR and signs and symptoms of illness/blood borne pathogens within 90 days of employment. As additional Caring for Our Children standards are codified into Nevada's child care regulations, training on those regulations will be instituted through the child care licensing and Nevada Registry.³⁰ Special emphasis will be placed on first providing this training to providers caring for children with high needs.

Senate Bill No. 27 went into effect on July 1, 2011, "requiring employees of certain child care facilities to complete training each year relating to the lifelong wellness, health and safety of children; and providing other matters properly relating thereto." This policy impacts over 573 childcare centers. At least two of the 15 hours of annual training required for childcare providers

³⁰ The National Resource Center for Health and Safety in Child Care and Early Education has published "Caring for our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs" to provide a broad picture of health and safety in child care and early education programs. The State of Nevada has adopted a number of these standards in their child care regulations.

are focused on childhood obesity, nutrition, and physical activity, so the NDPBH's Wellness Program developed training modules that will be available free online to assist childcare providers to meet this requirement. Assembly Bill 109, effective May 28, 2013, furthers this requirement and mandates that at least two hours of approved training must be "devoted to the lifelong wellness, health and safety of children and must include training relating to childhood obesity, nutrition and physical activity."

All of these efforts and policies will continue to increase the number of ECE professionals receiving training and support to meet the health standards.

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home

The Children's Advocacy Alliance is hosting focus groups across the state to review proposed changes to child care licensing regulations as described earlier in (C)(3)(a). The proposed regulations are directly related to healthy eating habits, improving nutrition, expanding physical activity in ELD programs and educating parents about healthy habits at home. The Silver State Supports (*Project 4*) component of the S³ plan includes the following goals to promote better physical health and nutrition for young children, which includes providing information and support for parents and caregivers.

1. Increase the skill level of providers in identifying the need for additional resources to help meet the health, behavioral, and developmental needs of young children in Nevada.
2. Develop an interface for existing systems to connect with a centralized data depository to collect and track developmental/ health screenings statewide for preschool children.
3. Increase access and availability of training for school- and center-based staff and families to train together on identification of the health, behavioral, and developmental needs of all children, including Native American families, bilingual families, homeless, or families living in isolated rural areas.
4. Review the language for the obesity prevention and nutrition language to NAC 432A.380.

To achieve these goals, Nevada will leverage its existing resources, which include:

- Developmental Screening Workgroup of the NECAC, which is developing

recommendations for developing effective cross-sector training to increase the number of children receiving developmental screenings in ELDPs and during EPSDT visits.

- The Children's Cabinet - Child Care Health Consultants
- Maternal, Infant and Early Childhood Home Visiting/Nevada Home Visiting
- Early Periodic Screening, Diagnosis and Treatment (EPSDT)
- Nevada Nutrition Assistance Consortium
- NDE Fitness and Wellness Council
- NDPBH Promoting Healthy Choices through Media Campaigns

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

The S³ plan incorporates the following goals as part of Silver State Supports (*Project 4*):

- 1) Increased developmental screening and ongoing developmental monitoring using a shared set of tools and data collection system statewide;
- 2) Improved referral system and linkages between early childhood and health care settings in order to deliver better coordinated developmental screening services;
- 3) Training for ECE and health professionals on how and when to conduct developmental and behavioral screening, and guidance to parents on typical development; and
- 4) Documenting and integrating data from screening and referral activities across ECE, health, and early intervention systems into existing state data collection systems.

The initiatives, policies and resources described in Section A above will be leveraged to meet Nevada's goals for increasing the number of children with high needs who are screened, referred, and enrolled in appropriate health care services as part of a developmentally appropriate schedule of well-child care. In particular, ECCS funding that was recently awarded to support Nevada's goals related to increasing the number of children that receive EPSDT developmental screening will support the State in meeting the ambitious and achievable target noted in Table (C)(3)-d below from 3,480 currently (baseline) to 32,820 in Year 1.

1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

There is tremendous opportunity to improve early developmental screening practices in Nevada to ensure that potential problems are identified and addressed as early as possible. According to the 2010 US Census Bureau, there are 681,033 children in Nevada with pre-existing health conditions that pose unique challenges to their ability to succeed in school if left untreated or unmanaged. Approximately 39% of Nevada children did not have medical and dental preventive care visits in the last year (Kaiser Family Foundation). Currently, screening and assessment are required in licensed care upon enrollment. Through **S³**, the Children's Advocacy Alliance will advocate to change licensing requirements to at least one preventive visit annually.

Many parents may not understand the purpose of developmental screening, even though they care deeply about supporting their child's healthy development. ECE and health care providers can play a central role in educating family members about the best way to support their children by participating in developmental screening and how to understand and use the screening results. Providers, including home visitors and child care health consultants, need to be aware of the services that are available for developmental screening, assessment, and treatment so that they are able to provide information about these services to parents and help them access services more easily. Local ECACs, in cooperation with the NECAC, will raise awareness and conduct outreach campaigns to educate providers and increase participation in screening.

(2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and

Silver State Supports (*project 4*) will engage pediatric providers, other child health providers, child care health consultants, infant mental health consultants, home visitors, early care and education and other related professionals in local communities in strategies to improve linkages and referrals, using the following resources and strategies.

Nevada Leadership Education in Neurodevelopmental and Related Disabilities (NvLEND) program is funded by HRSA with a goal to improve the health of infants, children, and adolescents with autism and other disabilities by preparing practicing professionals, parents, and pre-service graduate level trainees from diverse professional disciplines to assume leadership roles in their respective fields. Within the NvLEND program, a Nevada "Learn the Signs. Act Early." state team has been formed. This team has recently adapted the CDC's milestone booklet specific to Nevada and is in the process of distributing 50,000 booklets across the state with the expressed goal of educating early childhood educators and parents about the importance of early

screening. They also have a goal to work collaboratively with agencies and professionals across the state, in alignment with the Nevada ECAC. As part of the Learn the Signs Act Early project, NvLEND is pursuing use of ASQ as a statewide data collection mechanism. This will enhance Silver State KIDS, making this partnership paramount to the success of Nevada's ECCS.

Home visiting is a long-standing, well-known prevention strategy used to improve the health and well-being of children and families, particularly those who are at risk.³¹ The home visiting model is designed to provide support for parents to learn and practice developmental and parenting strategies in at-risk families with children from birth to age five. In Nevada, home visiting programs in four counties (including Washoe and Clark) are using the Early Head Start model, serving pregnant women and children birth to three years old. Education materials are available in Spanish and English, and delivered by bilingual Family Advocates. Certified parent educators conduct personal visits, using a curriculum with the latest neuroscience research findings to offer practical ideas on ways to enhance parenting knowledge. The home visiting program offers periodic developmental screening using the Ages and Stage Questionnaire and the Ages and Stages Questionnaire SE and provides links to community resources. The program enhances child development through parent education that is adapted to fit the needs of the community.

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care

There is an opportunity for this project to build formal and valuable linkages by building relationships between pediatricians and local IDEA Child Find and intake services; strengthening information and referral networks; providing health and mental health consultation to child care providers and home visitors; and building collaboration between public health, child welfare, and early intervention services to ensure that children involved in these systems secure a medical home. RTT-ELC funding will support increased service coordination, increase community screening and referral networks through collaborative efforts, and development of coordinated data systems that can track children across service sectors. The specific performance measures related about Nevada's goals for increasing these numbers can be found in Table (C)(3)-d.

³¹ <http://datacenter.kidscount.org/databook/2009/Default.aspx>

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

The SILVER STATE STRONG plan to increase ELD program capacity to support and address the social and emotional development of young children, especially those with high needs, will involve a four-pronged approach.

1. Coordinated Leadership: Experts from participating State Agencies, Silver State Stars, The Nevada Registry, NSHE and community-based providers will work with NDE, DHHS and the NECAC to inform the development and implementation of child, program, and practitioner standards to ensure they address the needs of culturally and linguistically diverse children and children with special needs. Targeted outreach will be conducted to engage families in developing recommendations for standards, assessments, and activities that support improved school readiness outcomes. Recommendations will be made to the Governor and State Legislature from the NECAC via the State Superintendent of Public Instruction.

2. Professional Development: Silver State SKILLS (*Project 3*) will focus on strengthening the professional development and training system for all ECE practitioners to ensure that ELD Standards are effectively implemented. A coordinated approach in the use of the common standards will ensure integration of standards addressing family leadership, engagement and support across programs, including appropriate training for providers.

3. Resource Mapping: Nevada's ELD programs, including home-visiting and family support programs, will be mapped to identify gaps and opportunities to coordinate place-based services for children with high needs and their families. Additionally, existing funding resources and state plans will be strategically leveraged to address health, social-emotional and mental health development of children. This includes the state Medicaid Plan, child welfare, IDEA Part C, ESEA Title I, home visiting, substance abuse, TANF, etc.

4. Partnerships: Partnerships between programs, parents, health providers, developmental specialists, schools, and other community service providers will be supported via local ECACs to more consistently identify and address the developmental needs of young children birth to five.

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
Number of Children with High Needs screened	3,480*	32,820(1)	65,640	98,461	131,281
Number of Children with High Needs referred for services who received follow-up/treatment	3,223*	4,552(2)	9,104	13,657	18,209
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	89,378**	98,315(3)	108,147	118,962	130,858
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	143,097***	146,674(4)	150,341	154,100	157,953
<p>* Baseline numbers were provided by Nevada Early Intervention Services (Part C IDEA). Part B numbers were not used because only the total number of children screened from three to 21 was available. The data was not available by age group. NDE has committed to changing its data collection so that it can be collected by age in future years.</p> <p>** The number of children birth to five eligible for EPSDT that received at least one initial or periodic screen during 2013.</p> <p>***CDC reports that 65.4% of Nevada two year olds were immunized in 2011. Using that percentage, the population of children birth to age five was estimated as being up-to-date with a schedule of well child care, assuming that immunizations are provided during well child care health checks.</p> <p>Targets are based on a total of 218, 802 children in Nevada ages birth to kindergarten (0-5)</p> <p>(1) This number represents 15% of children birth to kindergarten. Each year Nevada plans to increase the number of children screened by 15% until at least 60% or more of children receive ASQ screenings by 2017.</p> <p>(2) According to the CDC, the prevalence of any DD in 1997–2008 was 13.87% (see http://www.cdc.gov/features/dsdev_disabilities/). This target represents that percentage of the number of children screened.</p> <p>(3) Projected targets are based on a 10% increase per year in the number of children birth to five that participate in ongoing health care as part of a schedule of well child care during the four years of the grant. This should be achievable as a result of additional insured through the ACA and efforts for outreach to families during the grant period.</p> <p>(4) Targeted increases per year are based on a projected 2.5% increase per year in well child care checks as a result of additional insured through the ACA and efforts for outreach to families during the grant period.</p>					

SECTION D: A GREAT EARLY CHILDHOOD EDUCATION WORKFORCE

(D)(1) DEVELOPMENT OF WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK AND A PROGRESSION OF CREDENTIALS.

The Silver State SKILLS (Standards, Knowledge and Innovation for Life-long Success) project

(Project 3) of Nevada's S³ plan is focused on ensuring that Nevada has a well-educated, stable, and reasonably compensated early childhood workforce supported by a fully aligned and functioning professional development system. Nevada published its Core Knowledge Areas and Core Competencies for Early Care and Education Professionals (see Appendix K) in 2007 through a contract with the Office of Early Care and Education (OECE), funded by Child Care Development Fund (CCDF) quality dollars. This document serves as Nevada's statewide Workforce Knowledge and Competency Framework and was developed to elevate the skills and competencies of Nevada's ECE workforce, which is essential to raising the quality of the state's ELD programs and the future educational outcomes and success of Nevada's children.

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes

Nevada's Workforce Knowledge and Competency Framework (the Core Knowledge Areas and Core Competencies document) promotes early learning and development in the following ways:

- (1) By serving as a self-assessment tool, the Framework helps early childhood educators to evaluate their own skills, knowledge, and effectiveness, utilizing clear and measurable guidelines and standards of practice;
- (2) By providing a guide for the development of and revision to early childhood education-related coursework and training curricula, the Framework supports continuous quality improvement and increases the effectiveness of instruction to improve child ELD outcomes;
- (3) By functioning as a tool for supervisors, coaches, and mentors, the Framework supports the professional growth and development of educators.

The two components of the Framework, Core Knowledge Areas (CKAs) and Core Competencies, are defined as follows:

- 1) CKAs are the broad *content areas* that define what caregivers should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Nevada's eight CKAs are: a) Human Growth and Development; b) Positive Interactions and Guidance; c) Observation and Assessment; d) Environment and Curriculum; e) Health, Nutrition and Safety; f) Leadership and Professional Development; g) Family and Community Relationships; and h) Management and Administration.

2) Core Competencies are the *observable skills* that reflect an educator’s knowledge and understanding of the content areas. The competencies identify skills at the beginning, intermediate and advanced levels of professionalism.

Each CKA includes defined categories and a progression of related knowledge that ranges from the level that a beginning professional would typically have to the more highly developed knowledge possessed by an individual with an advanced degree. Each level of competency incorporates the knowledge and skills of the previous level, where applicable, and is designed to demonstrate the continuum of growth that occurs over time through formal education, training and experience. Check boxes are provided beside each competency so that this document can be utilized as a self-assessment, supervision, and professional development tool.

Nevada’s CKAs and Core Competencies are fully developed, have been in use for six years, and reflect the elements included in the RTT-ELC definition of “Workforce Knowledge and Competency Framework.” In Year 1, the Framework will be updated to strengthen the incorporation of current NAEYC Professional Preparation Standards and the elements included in the RTT-ELC grant definition. Following this initial review and update in Year 1, Nevada’s CKAs and Core Competencies will be put onto a 5-year review cycle to keep them updated and responsive to updates in the field. The current status of that alignment is described below.

Evidence based. A cadre of experts that included representatives from the Nevada System of Higher Education (NSHE) developed The Nevada CKAs and Core Competencies. In addition to being informed by existing standards, the Framework was informed by other states’ work, including Kansas, New Jersey, and West Virginia. The following resources, all of which incorporate and reflect research on promoting children’s learning and development, establish the evidence base of the Framework.

- Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications (Barnett, December 2003);
- Decision Points and Options for Weaving Early Learning Guidelines into Professional Development (NCCIC, 2005);
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (NAEYC, 1997);

- Professional Development System Tool: Focus on Core Knowledge and Competencies (NCCIC);
- National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation: Associate Degree Programs (2003);
- The Nevada Pre-Kindergarten Content Standards (2003); and
- Small Group Discussion Guide: Core Knowledge (NCCIC, 2005)

These resources, all of which incorporate and reflect the research on promoting children’s learning and development, were used to assure that Nevada’s CKAs and Core Competencies are evidence-based and aligned with Nevada’s and other important ELD standards.

Knowledge and application of Nevada ELD Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families. Early childhood educators’ knowledge of the Nevada Pre-Kindergarten Standards is embedded within Nevada’s CKAs and Core Competencies. For example, under *CKA 4: Environment and Curriculum (Planning Framework)*, competencies related to the Nevada Pre-K Standards include:

- ***Beginning Competencies***: “Is aware of the Nevada Pre-Kindergarten Content Standards.”
- ***Intermediate Competencies***: “Develops curriculum that promotes the goals of the Nevada Pre-Kindergarten Content Standards.”
- ***Advanced Competencies***: “Assesses curriculum and individual progress of children based on Nevada Pre-Kindergarten Content Standards.”

Nevada’s Infant and Toddler Early Learning Guidelines will be integrated into the Framework in Year 1, as part of the S³ Silver State SKILLS (*Project 3*) implementation plan (*see Appendix N*). *CKA 3: Observation & Assessment* addresses EC educators’ knowledge of observation and assessment strategies. For example:

- ***Intermediate Competencies*** include: “Makes decisions about appropriate observation and assessment tools and gathers samples of children’s work to gain a well-rounded understanding of individual children;” “Selects and models appropriate use of a variety of observation and assessment methods and tools;” and “Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.”

- **Advanced Competencies:** “Interprets observation and assessment data and develops action plans based on findings.” “Reviews and interprets child observation and assessment data to ensure that children’s developmental needs are met and to ensure informed practice.”

The Nevada CKA and Core Competencies fully address knowledge of child development, health, and culturally and linguistically appropriate strategies for working with families. *CKA 1: Human Growth & Development* addresses educators’ knowledge of child development. *CKA 5: Health, Nutrition, & Safety* addresses knowledge of children’s physical and emotional health and safety. *CKA 6: Family & Community Relationships* specifically addresses early childhood educators’ respect for families and respect for diversity. Examples include:

- **Beginning Competencies:** “Recognizes that diversity exists in language, culture, socioeconomic level, special needs, faith traditions, family structure, and individual differences.”
- **Intermediate Competencies:** “Designs and implements an environment and curriculum that reflect sensitivity and respect of diversity.”
- **Advanced Competencies:** “Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.”

Knowledge of early mathematics and literacy development and effective instructional practices.

The Nevada CKA and Core Competencies fully address knowledge of early mathematics and literacy development and effective instructional practices. *CKA 4: Environment & Curriculum (Math)* includes knowledge and practice with regard to mathematics. For example:

- **Beginning Competencies:** “Engages children in activities that support mathematical thinking (e.g., counting, sorting, measuring, matching, comparing, charting, moving in space, etc.)”
- **Intermediate Competencies:** “Plans and implements age appropriate learning opportunities to support mathematical development” and “Revisits mathematical activities with children so they can reflect and build on previous learning and develop and refine thinking skills.”
- **Advanced Competencies:** “Articulates, analyzes, evaluates, and applies current theory and research on promoting mathematical thinking.”

CKA 4: Environment & Curriculum (Language & Early Literacy) includes knowledge and practice with regard to language and early literacy. For example:

- ***Beginning Competencies***: “Uses age appropriate techniques to support language and literacy development (includes reading, singing, talking, labeling, word and picture recognition, recognizing common signs in the environment, etc.).”
- ***Intermediate Competencies***: “Immerses children in a print rich environment” and “Implements activities designed to support second language learners.”
- ***Advanced Competencies***: “Articulates, analyzes, evaluates, and applies current theory and research on promoting language and literacy development.”

Incorporates effective use of data to guide instruction and program improvement. The Framework substantively addresses the use of data. In *CKA 4: Environment & Curriculum*, each area of curriculum development includes competencies about using ongoing assessment to adapt activities. *CKA 3: Observation & Assessment* includes an intermediate competency that states, “Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.” Finally, under *CKA 2: Positive Interactions & Guidance*, one competency states: “Uses child observation and assessment to individualize and improve interactions.” While the Framework fully reflects best practice regarding the use of data to guide instruction, during Year 1, we will revise *CKA 8: Management and Administration* to include an Advanced Competency that lays out the expectation that directors should use data to guide program improvement.

Effective behavior management strategies. This area is directly addressed in *CKA 2: Positive Interactions and Guidance*. For example:

- ***Beginning Competencies*** (Managing Groups & the Environment): “Follows strategies that encourage positive behaviors and reduce challenging behaviors.”
- ***Intermediate Competencies*** (Relationships with Individual Children): “Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.”
- ***Intermediate Competencies*** (Managing Groups & the Environment): “Plans, implements, and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk.”
- ***Intermediate Competencies*** (Developmentally Appropriate Guidance): “Practices and models developmentally appropriate guidance approaches that promote positive behaviors,

problem solving, and self-control.”

Incorporates feedback from experts. Nevada’s CKAs and Core Competencies were developed by a statewide, cross-sector group of ECE professionals. Faculty from five of the six institutions of higher education in Nevada participated in development of the Framework, along with early childhood professionals throughout the state, including teachers, Nevada Registry administrators, the Head Start State Collaboration Office, school districts, and community-based “safety net” organizations (e.g., The Children’s Cabinet, Northern Nevada RAVE Family Foundation). Any revisions that are made to the CKAs and Core Competencies will be vetted with the same cross section of early childhood experts across the state.

Knowledge of protective factors. Nevada’s Framework partially addresses this element.

Specifically, *CKA 6: Family & Community Relationships* is relevant with regard to partnering with families and building family capacity. For example:

- ***Advanced Competencies*** (Parent Involvement): “Develops and implements policies and practices which engage families in planning, curriculum, evaluating program, and planning transitions.”
- ***Advanced Competencies*** (Positive Communication): “Develops and implements policies and practices which facilitate respectful and reciprocal relationships with families.”
- ***Advanced Competencies*** (Community Resources to Support Families): “Develops a community resource file which is available to staff and families” and “Offers information and referrals to community resources based on family needs and interests.”
- ***Advanced Competencies*** (Respect for Families): “Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.”

In order to more fully address this element, during Year 1 the Framework will be revised to underscore the importance of early childhood educators’ specific understanding of risk and protective factors in support of building families’ capacity to promote children’s development and health. Competencies will be added within CKA 5 (Health, Nutrition and Safety) and/or CKA 6 (Family and Community Relationships) related to knowledge of protective factors and promotion of family capacity to support child’s health and development.

(b) Develop a common, statewide progression of credentials and degrees aligned with the

Workforce Knowledge and Competency Framework

The Nevada Early Care and Education Professional Career Ladder is the cornerstone of the Nevada Registry's recognition system for early childhood educators. The Career Ladder helps early childhood educators identify their career development goals and plan their course of professional development. The Career Ladder is based on what national research suggests about the importance of specialized education and training in ECE and the correlation between formal education and quality environments for children (Barnett, 2003).

There are seven levels on the Career Ladder combining various types of formal (college) education, training and direct experience (up to 4000 hours). The entry levels require informal training, while more advanced levels require formal education and training as educators move along the continuum. The Career Ladder is designed such that an individual knows exactly what is required to reach each level. The current levels are as follows:

Level 1	1.3 Meet Child Care Licensing requirements and a minimum of 1000 hours of direct experience 1.4 All of 1.1 plus a high school diploma/GED 1.5 All of 1.1, 1.2 and 1 ECE college credit or 15 hours of approved training
Level 2	2.2 Current CDA or 8 ECE college credits and 2000 hours of direct experience, or high school diploma/GED, 120 hours of approved CKA training, and 2000 hours of direct experience 2.3 12 ECE college credits and 3000 hours of direct experience
Level 3	3.2 Apprenticeship Certificate or 20 ECE college credits and 4000 hours of direct experience 3.3 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hours of direct experience
Level 4	4.2 Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits 4.3 All of 4.1 and 4000 hours of direct experience
Level 5	5.2 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching license containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits 5.3 All of 5.1 and a 4000 hours of direct experience
Level 6	6.2 Master's degree in ECE or Master's degree in another field with a state teaching license containing an ECE endorsement or Master's degree in another field with 30 or more ECE college credits 6.3 All of 6.1 and 4000 hours of direct experience
Level 7	7.2 Doctorate in ECE or Doctorate in another field with a state teaching license containing an ECE endorsement or Doctorate in another field with 30 or more ECE college credits 7.3 All of 7.1 and 4000 hours of direct experience

While the Career Ladder provides an approximate pathway for early childhood educators to follow, it does not currently enumerate the specific progressive steps required for achievement at each level. Nevada is also missing a series of articulated certifications (or credentials) and degrees from informal training through degree attainment. Therefore, a primary focus during Year 1 for the Silver State SKILLS project component of the S³ implementation plan (see

Appendix N) will be to refine and finalize the Nevada Pathways to Proficiency (*see Appendix Q*). The *Pathways* document is still in draft and needs approval by The Nevada Registry and NSHE representatives. This document establishes a series of Permit levels that align to the Career Ladder and also details the specific steps for attaining each level. Distinct pathways have been defined for Teachers, Family Child Care Providers (including Family, Friend, and Neighbor Providers), Directors, and Advanced Professionals.

The Pathways specify a common, statewide progression leading to newly proposed credentials (Permits) at each level of proficiency. For instance, the Teacher Pathway includes five different levels with three increasing degrees of proficiency at each level. The increasing degrees of proficiency align with movement toward attainment of a Permit at a particular level. A Beginning Teacher, for example, moves from novice to competent to proficient. Once proficient, a Beginning Teacher is eligible for a Beginning Teacher Permit, which aligns to a current Career Ladder level of 1.3. The same process (novice, competent, proficient) is followed for each pathway: Assistant Teacher, Teacher, Lead Teacher, and Master Teacher.

The Pathways clearly convey the steps needed for advancement, beginning with informal training organized into Professional Development Modules (PDM) that will articulate into college credit, and leading toward attainment of a Bachelor's degree in the Director, Teacher and Family Child Care Provider Pathways. The choice to establish PDM as the starting point was intentional, as fully 43.4% of Nevada's current cadre of early childhood educators place below the equivalent of the first Permit level.

The PDM form the foundation for the first two levels of the Pathways and align directly with Nevada's CKAs and Core Competencies. Specific college courses required for the degrees that are part of the Pathways beyond the first two levels are also aligned directly to the CKAs and will be aligned to the Core Competencies after Year 1 of the funding period. PDM will specifically articulate into college credit, thus easing the transition from more informal training to college coursework.

There is a place on this progression for all early childhood educators, from the novice to the Master's level ECE professional. Any certificates or degrees that do not specifically articulate to the next higher degree do not appear on the Pathways. This is meant to encourage early childhood educators to continue pursuing higher levels of education, and provide them with the

most efficient means to do so. Advanced Professional Pathways have been designed for those who have already obtained a Bachelor's degree and wish to keep moving to higher levels on the Career Ladder.

The Silver State SKILLS project component of the S³ plan will involve revising, finalizing, and approving the Framework and Pathways documents described above, as well as upgrading staffing, policies and technology resources (e.g., database, Registry website, roll-out) as needed to support implementation. RTT-ELC funds will be used to support these activities, and will be leveraged with existing resources to engage in advocacy efforts aimed at raising the current State regulations governing the licensing and credentialing requirements for both programs and educators. In so doing, the SILVER STATE STRONG goals to improved quality and child outcomes will be met.

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with Nevada's Workforce Knowledge and Competency Framework

Nevada's relatively small population and limited number of institutions of higher education (IHEs) should be considered strengths from the standpoint of facilitating a high level of engagement and collaboration among higher education faculty and ECE professionals statewide. There are only six IHEs in the state that offer an ECE-related degree or certificate program, and no private IHEs that offer such programs. Nevada's IHE faculty meets regularly, supported with CCDF and ECCS funding, as well as leadership from the NECAC. The Nevada AEYC (NevAEYC) annual statewide conference provides a standing forum to address IHE-related issues, and a consensus-based approach is used for decision-making and problem-solving. In addition, many IHE faculty sit on statewide and local governing boards and bodies related to early childhood (e.g., NECAC and local ECACs, the P-20W Advisory Council, The Nevada Registry, the TQRIS Advisory Committee, NevAEYC, etc.).

Participation from NSHE institutions was actively sought to ensure alignment of the Workforce Knowledge and Competency Framework with the content of formal higher education coursework offered across the state. To that end, a committee of 20 statewide representatives was formed to make recommendations related to alignment. All six institutions have now aligned their coursework with the CKAs. In the last decade, there has been an effort to establish common

course numbering and descriptions, and at this point, all IHEs in NSHE that offer similar courses use a common course number. In addition, all two-year ECE Associate's degree programs at the four NSHE colleges and community colleges align with the four-year degree program at the two universities in the system. Building on this record of progress, during the last half of Year 1 next steps will take place toward aligning the Core Competencies with each of the courses in the degree programs. IHE faculty will be engaged to make both the CKAs and Core Competencies easily identifiable in their required course syllabi so that students will easily recognize the CKAs and Core Competencies that are addressed in a given course.

The Nevada Registry's training approval system for ECE professional development is also based on the Framework. Approved training is currently categorized by CKA, the Registry's website is searchable for training by CKA, and trainers use that information to design training content and instruction across all eight CKAs. This assists early childhood educators to find training resources that are specific to one or more CKA, and supports a cohesive approach to professional development across the state, as well as mapping of regional training resources. By Year 3 of the funding period, this training approval system will also mandate inclusion of Core Competencies for approval of all trainings. Phasing in of this mandate will be supported by targeted training for all approved trainers in the state on Nevada's CKAs and Core Competencies to make sure trainers are prepared to integrate these in trainings.

(D)(2) SUPPORTING EARLY CHILDHOOD EDUCATORS IN IMPROVING THEIR KNOWLEDGE, SKILLS, AND ABILITIES.

The S³ goals for the Silver State SKILLS project component related to supporting early childhood educators to improve their effectiveness and retention include:

- Establishing a progression of articulated career pathways that encourage and support ongoing professional development (*see attachment Q*);
- Designing high quality Professional Development Modules (PDMs) organized into 15-hour tracks that articulate into college credit and align with Nevada's Workforce Knowledge and Competency Framework, described in (D)(1) above;
- Providing scholarship support to assist ECE professionals meet their professional development and career advancement goals;
- Instituting a wage supplement program that encourages advancement along Nevada's

Pathways to Proficiency and also increases workforce retention; and

- Providing mentoring and coaching, using evidence-based models and professional learning communities to assist ECE professionals at all levels with advancement on the Career Ladder and Pathways to Proficiency.

Provision of financial awards is an evidence-based strategy that increases retention and professionalism. Effective incentives include both wage supplement programs and education awards. Nevada is proposing to implement both with RTT-ELC funding, as the two major components of Silver State SKILLS.

- Nevada's wage supplement program is designed to increase retention, education and compensation of early childhood educators by providing financial incentives based on their educational attainment and commitment to the early childhood programs in which they are employed.
- Nevada's Education Award Plan is designed to provide Nevada's early childhood workforce with financial bonuses for completing the steps along Nevada's Pathways to Proficiency. This will incentivize attainment of higher levels of education, thus increasing the quality of Nevada's early childhood workforce.

Both of these project components are described further below.

(a) Providing and expanding access to effective professional development opportunities

1. Expanding Access to Opportunities Aligned with the Nevada Workforce Knowledge and Competency Framework

Nevada has a strong professional development infrastructure in place to support achievement of its goals. Working in tandem with NSHE, strategies will build on the T.E.A.C.H. program and The Nevada Registry, both of which are designed to increase professional preparation of early childhood educators, reduce staff turnover, increase wages, heighten professionalism, and increase advancement opportunities for ECE professionals.

Providing a single point of access for Nevada's early childhood educators, The Nevada Registry supplies professional development planning tools, including an online Professional Development Plan, and hosts a comprehensive website that includes an online calendar of approved training, an industry-related blog, statewide job board, and community resources and information.

Currently serving over 5,700 early childhood educators across Nevada, The Nevada Registry is a

comprehensive career development, recognition and data collection system. As the host of Nevada's Early Care and Education Professional Career Ladder, The Nevada Registry collects, validates, and warehouses the professional and educational achievements of early childhood educators throughout the state and acknowledges those achievements through appropriate placement on the Career Ladder.

Over the next four years, access to training will be expanded in a number of ways. In Years 1 and 2, nine PDMs will be developed, each of which incorporate a 15-hour series of informal training aligned with each CKA. These modules will be provided online as well as regionally to ensure access for early childhood educators in remote areas of the state. In Year 2, the Silver State SKILLS project component of the S³ plan will establish a train the trainer institute for Registry-approved trainers, specifically focused on the revised Framework. Upon conclusion of this training, trainers will be prepared to provide approved PDM trainings to early childhood educators across the state (the first nine of which are aligned to the CKAs). This activity will create a cadre of PDM trained trainers across the state to conduct CKA-based trainings within Nevada's informal training structure. PDM training scholarships will be provided by T.E.A.C.H. to increase access to providers. In Years 2 and 3, advanced PDMs will be developed on the Classroom Assessment Scoring System, Director-targeted training, Mentoring, TACSEI, and TQRIS. These PDMs will provide access to high quality training for the advanced early childhood professionals in Nevada.

2. Tightly link training with approaches such as coaching and mentoring

Professional development approaches such as coaching, mentoring, and use of collaborative learning will be integrated into the S³ plan in multiple ways. First, each level of each Pathway (*see description in (D)(1) above*) will have its own online Professional Learning Community (PLC), facilitated by an early childhood educator at a high level of proficiency. A PLC is an evidence-based approach to professional development that involves bringing individuals together in a community of practice focused on a particular topic or series of topics of interest. In this case, the PLC will focus on topics specific to the levels of the Pathways.

The online PLC will include a resource library and moderated discussions for early childhood educators moving through a given level of the Pathways (e.g., Beginning Teacher). At the annual NevAEYC conference, a Professional Development Networking Event for each PLC will give

early childhood educators the opportunity to network and meet face-to-face with Professional Development Mentors for advisement. In addition, the annual conference will provide different content tracks for each level of the Pathways, thus facilitating peer mentoring and camaraderie.

A mentoring component for the PDM trainers will also be developed to assist trainers to serve as facilitators and mentors for early childhood educators enrolled in online modules. During the course of the PDM, the trainer will make at least one site visit to the place of employment of each PDM participant in order to provide coaching, mentoring and one-on-one support. Finally, a PDM for directors, one of the advanced PDM to be developed in Year 2, will include a strong focus on the Classroom Assessment Scoring System (CLASS) in conjunction with a specific focus on coaching. This will create a sustainable mentor base statewide by improving directors' abilities to support effective teaching practices in their centers themselves by equipping them with mentor/coaching skills designed to improve early childhood educators' teaching quality and effectiveness in the classroom without requiring additional in-service training.

In addition to these state resources, UWSN provides full scholarships for child care providers working in licensed centers to earn their CDA at no cost to the state or individual. Each participant receives coaching to complete the classes on time and implement their newly acquired skills with support and fidelity that leads to improved outcomes for children and families. UWSN also provides reimbursement for classroom substitute coverage to enable childcare centers to run at full capacity while the center staff is in training. Child care providers qualify if they have no formal ECE training are employed at community-based centers serving low-income working families. Scholarship funding for approximately 35 childcare workers per year has been provided for the past six years, in partnership with HighScope Educational Research Foundation. Additional funding for 15 community-based providers to obtain their CDA license is provided annually as well, in response to a community needs assessments that found that the cost of obtaining a CDA license (\$355) prohibits many child care workers from obtaining their CDA credential.

3. Supported by strong evidence as to why these policies and incentives will be effective in improving outcomes for Children with High Needs

The strategies identified in Nevada's plan are aligned with the findings summarized in the Society for Research in Child Development's recent *Social Policy Report: Building the*

Workforce our Youngest Children Deserve (Rhodes & Huston, 2012), which highlights the need for strong professional development and teacher supports to foster a strong professional workforce and high quality care. This report makes specific suggestions that are an integral part of Nevada's plan. Additionally, the *Synthesis of IES Research on Early Intervention and Early Childhood Education* (Diamond, Justice, Siegler, & Snyder, 2013) indicates that professional development that is effective in improving teacher-related outcomes must:

- Be learner-centered;
- Address important content knowledge;
- Provide opportunities to test understanding by trying things and getting feedback; and
- Occur within a collaborative environment.

This research also supports the connection between informal professional development methods, especially coaching and mentoring, and improved classroom instruction and child outcomes. The coaching and mentoring strategies described above are informed by this research.

(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that:

1. Are aligned with Nevada State's Workforce Knowledge and Competency Framework

T.E.A.C.H. Early Childhood® Nevada currently supports early childhood educators in obtaining the following: Child Care Apprenticeship Certificate; ECE Higher Education Certificates of Achievement; AA or AAS in Early Childhood; and BA/BS in Early Childhood or Human Development and Family Studies. IHE ECE faculty will review and align program coursework with the revised Nevada CKAs and Core Competencies Framework in quarter 3 of Year 1 (*see section (D)(1)(c) for more information*). As such, IHE scholarships will be aligned with Nevada's Workforce Knowledge and Competency Framework.

Early childhood educators are eligible for scholarships if they work at least 30 hours a week in licensed child care facilities, licensed child care homes, Head Start, Early Head Start, Tribal Child Care/Head Start, Military Child Care, State Pre-K, or School District Early Childhood Programs. Scholarships are available for teachers, aides, support staff, directors, owners and Family Child Care providers. T.E.A.C.H. scholarships are currently funded by CCDF and administered by NevAEYC.

With input from the T.E.A.C.H. Advisory Board, NevAEYC will develop additional scholarship tracks to support educators as they advance along the articulated Pathways. Scholarships will be developed in Year 1 in conjunction with revisions to the Framework, which will be embedded in those PDMs for which scholarships will be made available. Scholarships will also be available to support advancement along the Pathways to Proficiency.

In addition to increased scholarships, Silver State SKILLS proposes the inclusion of an Education Award system and a Wage Supplement Program to further encourage professional development and stabilization within the early childhood educator workforce in Nevada.

- A) The **Education Award Plan** will be open to all early childhood educators who are current active members of the Registry working in direct service with young children. Education Awards will be granted to educators upon annual renewal with The Nevada Registry and submission of documentation that they have attained the Proficient level of competency on any of the steps on the *Pathways (see Appendix Q)*. Educators will be eligible for one award per step on the Pathways to Proficiency. Once an educator reaches the next level of proficiency, another education award will be issued.

Implementation will begin during Year 1 of the RTT-ELC grant funding period. All Nevada Registry renewals will be assessed for the Education Award Plan starting in Year 1. Membership renewals and eligibility for education awards will only be assessed at an educator's annual renewal date with the Registry.

Proposed Award Amounts:

Level	Amount of Award
Proficient FFN Provider	\$75
Proficient Beginning Teacher/Family CC Provider	\$125
Proficient Assistant Teacher/Family CC Provider I	\$250
Proficient Teacher/Family CC Provider II	\$500
Proficient Lead Teacher/Family CC Provider III	\$750
Proficient Master Teacher/Family CC Leader	\$1,000
Proficient Assistant Director	\$500
Proficient Director	\$750
Proficient Master Director	\$1,000
Proficient Mentor Director	\$1,250

The Education Award system will incentivize attainment of higher levels of education and proficiency on Nevada's Pathways, thus increasing the quality of Nevada's early childhood workforce.

B) The **wage supplement program** follows common wage supplement practices³² and will be coupled with the Education Award Plan to support Nevada's early childhood workforce in improving their knowledge, skills and abilities. Supplements are designed recognize individuals for progression along a career ladder regardless of the child care setting in which they work or the funding source of the program. Supplements address low wages without impacting center budgets, educators' regular wages, or parent fees.

The career ladder level of an early childhood educator determines the amount of the wage supplement, which rewards longevity by distributing the supplement once the recipient has been continuously employed by the same program for a designated period of time. In order to maintain marketplace competition for better salaries, supplements vary based only on education attained, not on wages currently earned. Further information regarding eligibility is provided below.

The wage supplement program will be launched in Year 2 and will be carried out through Year 4 with RTT-ELC funds, after which the program will be sustained by a combination of private sector support and a commitment of state funding. Nevada recognizes that attracting and retaining qualified early childhood educators to serve children with the highest needs poses a great challenge for programs. Therefore, educators working in programs serving 30% or more children who are eligible for and receiving child care subsidies will receive an additional \$100 bonus per supplement. All subsidy providers will be required to participate in Silver State Stars. The bonus that educators in high-subsidy programs receive will create an additional incentive toward supporting their program's growth in the TQRIS. Ongoing bi-annual wage supplements will be paid to educators based on their Career Ladder level as long as funding is available.

Eligibility Requirements: To be eligible for the wage supplement program, an early childhood educator must be:

³² As reported by R.E.W.A.R.D.[™] Wisconsin (Rewarding Education with Wages And Respect for Dedication)

- a) Active in The Nevada Registry with a Career Ladder level of 2 or higher;³³
- b) Currently working in a licensed child care or FCC program, Tribal Child Care, EHS/HS site, or publicly-funded ELD or Pre-K Program;
- c) Employed for a minimum of 30 hrs/week (or the equivalent of $\frac{3}{4}$ time in rural areas operating less than 40 hours a week);
- d) Working at the same place of employment for a minimum of six consecutive months prior to applying for the wage supplement program; and
- e) Earning \$17.50 per hour or less (based on median household income for a single female per US Census Bureau).

Additionally, recipients must maintain active status with The Nevada Registry in order to continue to be eligible for supplements, and must submit employment verification/update every six months in order to receive payment. The award structure is outlined below:

Career Ladder Level	Total Award	Award/Supplement Schedule	
		1 st Installment	2 nd Installment
Level 2 <i>No more than 2 awards can be granted at Level 2.</i>	\$500 (\$700 when employed at a HSP*)	\$250 paid upon enrollment (\$350 when employed at HSP*)	\$250 paid at the end of next 6 month period (\$350 when employed at HSP*)
Level 3 <i>No more than 3 awards can be granted at Level 3.</i>	\$1000 (\$1200 when employed at HSP*)	\$500 paid upon enrollment (\$600 when employed at HSP*)	\$500 paid at the end of next 6 month period (\$600 when employed at HSP*)
Level 4 <i>Awards can be granted indefinitely as long as individual continues to demonstrate longevity at place of employment and meets all other criteria.</i>	\$1500 (\$1700 when employed at a HSP*)	\$750 paid upon enrollment (\$850 when employed at HSP*)	\$750 paid at the end of next 6 month period (\$850 when employed at HSP*)

³³ Participants can increase their supplement amount by increasing their formal education in early childhood and thus increasing their Career Ladder level. T.E.A.C.H. Early Childhood® Nevada offers scholarships to early childhood educators who are interested in earning college course credit toward the completion of a degree and will be creating additional scholarship models to support early childhood educators as they progress through the Articulated Career Pathway.

Level 5 <i>Awards can be granted indefinitely as long as individual continues to demonstrate longevity at place of employment and meets all other criteria.</i>	\$1800 (\$2000 when employed at a HSP*)	\$900 paid upon enrollment (\$1000 when employed at HSP*)	\$900 paid at the end of next 6 month period (\$1000 when employed at HSP*)
Level 6 <i>Awards can be granted indefinitely as long as individual continues to demonstrate longevity at place of employment and meets all other criteria.</i>	\$2100.00 (\$2300 when employed at HSP*)	\$1050 paid upon enrollment (\$1150 when employed at HSP*)	\$1050 paid at the end of next 6 month period (\$1150 when employed at HSP*)
Level 7 <i>Awards can be granted indefinitely as long as individual continues to demonstrate longevity at place of employment and meets all other criteria.</i>	\$2400.00 (\$2600 when employed at HSP*)	\$1200 paid upon enrollment (\$1300 when employed at HSP*)	\$1200 paid at the end of next 6 month period (\$1300 when employed at HSP*)

***High Subsidy Program**

The wage supplement plan is aligned to the Pathways to Proficiency, which is strongly aligned to Nevada’s CKAs and Core Competencies. In order to assure sustainability of the program, outcome data will be used in a public messaging campaign and in engagement of the private sector (*see Invitational Preference Priority*) to seek private investments and to form public-private partnerships to provide ongoing program support.

2. Tightly link training with professional development approaches, such as coaching and mentoring

Challenging job conditions and low wages have led to a high rate of turnover in Nevada’s early childhood workforce. High staff turnover can have detrimental effects on the quality of care in child care settings and the developmental outcomes of young children (e.g., Ryan & Whitebook, 2012). Silver State SKILLS is aimed at increasing the retention and quality of the early childhood workforce over the next four years, and the implementation plan and timeline (*see Appendix N*) serve as a blueprint to improve recruitment and retention, and open up pathways that reward and support early childhood educators and raise their level of qualifications.

As described above, additional scholarships will be developed to support educators, and will be combined with the coaching and mentoring supports described in (D)(2)(a) above. T.E.A.C.H. scholarships have proven successful at increasing educational attainment and reducing turnover to help stabilize the retention of qualified early childhood educators. Since 2005, T.E.A.C.H. has built a statewide network of over 150 child care centers, 472 providers, the six Nevada institutions of higher education, and a plethora of community partners all working to improve the quality of ECE through the increased education and retention, improved compensation, and

greater recognition of workforce members. Professional Development Specialists will be hired and trained through T.E.A.C.H. to advise and mentor early childhood educators in advancing on the Pathways to Proficiency.

Professional Development (PD) Specialists will be experts in Nevada's professional development system. They will be able to serve as CDA Advisors as well as Apprenticeship Mentors. These PD Specialists will lead the Professional Development Networking events at the NevAEYC conference for each Professional Learning Community associated with a Pathway. They will provide expert, in person (at the conference) and online (at other times of year) assistance, mentoring, and advisement for early childhood educators who are advancing on the Pathways. These PD Specialists will be trained with the assistance of higher education faculty and existing T.E.A.C.H. staff so that they are capable of providing direct and appropriate advisement to individuals at each level of Nevada's Pathways. This direct advisement by trained professionals will increase the consistency of professional development advice given to early childhood educators in Nevada and will supplement the existing T.E.A.C.H. Project Counselors which are already in place to help T.E.A.C.H. scholarship recipients navigate the higher education system. The pairing of PD Specialists into the existing T.E.A.C.H. system will allow PD Specialists more time to focus on entry-level, permit-seeking educators who make up a majority of current early childhood educators in Nevada.

3. Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs

Wage initiatives and financial incentive programs tied to credential achievement, such as those described above, have been shown to impact teacher retention and the quality of the workforce (e.g., Rhodes & Huston, 2012). Although expensive to implement, research findings emphasize that such initiatives are worthwhile, given the resulting improvement in program quality and child outcomes.

T.E.A.C.H. Early Childhood® Nevada has evaluation data demonstrating its effectiveness as a support for early childhood educators in improving their level of educational attainment.

T.E.A.C.H. has provided scholarships to 472 child care providers through August 2013; recipients completed 988 college credits in FY12-13, and achieved an average GPA of 3.3. To augment early childhood professionals' compensation, T.E.A.C.H. provides scholarship

recipients with bonuses as they make progress toward completing higher education coursework (e.g., \$250-500 bonus for 9-15 credits completed). Sponsoring child care centers (i.e., the employers of scholarship recipients) agree to increase recipients' wages by 2% or provide a monetary bonus upon completion of courses and the agreed upon employment commitment to the center. Significantly, T.E.A.C.H. recipients saw an increase of 5% in their wages last year. To reduce turnover within early childhood centers, T.E.A.C.H. requires scholarship recipients to remain employed at their sponsoring child care center while receiving the scholarships and for an agreed upon period of commitment after attaining their educational goal. The average turnover for T.E.A.C.H. recipients in FY12-13 was 7%, compared to 30-40% of ECE professionals nationally.

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention

Nevada's State Child Care Licensing regulations mandate participation in The Nevada Registry for all personnel working in licensed ELD programs and settings. Mandatory participation is the result of successful statewide advocacy efforts to pass legislation that required mandatory participation as of January 1, 2013. This allows Nevada to track and publicly report the aggregated data about the qualifications and training status of ECE professionals and publish this information annually in The Nevada Registry's annual report and made available on the Registry's website.

As part of the S³ plan, Silver State SKILLS, the Pathways progression of permits will be incorporated into The Nevada Registry annual report, specifically tracking early childhood educators' advancement along the Pathways. The Registry will report aggregated data on a yearly basis, beginning in Year 1. By Year 3, the Registry will be linked with the State Child Care Licensing database, which will allow for cross-database information sharing about early childhood educator retention rates. Retention information will be included in the Registry's Annual Report beginning in Year 4.

In addition, IHEs within the NSHE will be asked to provide annual reports on the number and quality of graduates they produce in degree programs related to early childhood education. These data are easy to aggregate since they are collected for annual program assessment purposes at each institution. IHEs will be requested to provide these data roughly in accordance with The

Nevada Registry's timeline for publishing its annual report. Data on IHE early childhood educator development will be posted on The Registry's website alongside the annual report.

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework

Table D(2)(d)-1 displays current data and future projections of aligned postsecondary institutions and projects the numbers of Nevada's early childhood educators who will receive credentials from these institutions. All six IHEs offering ECE programs have aligned their programs to Nevada's CKAs. As mentioned in section (D)(1), during Year 1, these programs will also align their coursework with Nevada's Core Competencies. Table D(2)(d)-2 reports current numbers of early childhood educators who are members of The Nevada Registry with a degree from an IHE. Given the current status of the workforce, the projected numbers, which represent a 7% cumulative increase across 4 years, are reasonable targets for early childhood educators with an IHE degree who are members of the Registry.

Nevada's focus will be on increasing the minimum qualification level of Nevada's early childhood educators rather than setting high targets for degreed educators. Nevada's goal to increase the number of early childhood educators with degrees, as shown in Table D(2)(d)-1, is achievable without being overly ambitious, given the status of the extant workforce (with 43.4% of the workforce not meeting the criteria for a Level 1 Permit).

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Since a significant number of educators (43.4%) place below a current Career Ladder Level of 1.3, (which is lower than a "beginning teacher permit" on the Pathways), the targets for this group were set to have 75% of the entire early childhood educator population at or above the first permit level by the end of the fourth year (*see Table (D)(2)(d)-2*).

Targets have been placed at a higher percentage for the beginning teacher/Family Child Care provider (increase of 19%), assistant teacher/Family Child Care provider I (increase of 16%), and teacher/Family Child Care provider II/assistant director (increase of 16%) permits as the

majority of providers currently place at these levels or lower. Larger increases are anticipated in the first three permit levels because the anticipated timeframe for completing each of these initial permits is relatively short (six months to two years).

Because each of the permits is fully articulated to the next permit on the Pathways, there is no wasted time. Nonetheless, the amount of time to complete a four-year degree can vary, and the number of educators ready to pursue such degrees is currently limited. Thus, the percentage increases at the higher pathway levels is lower in order to account for these factors. Credential type 5 targets were set at a 10% increase, type 6 at 5%, and type 7 at 4%. These targets remain ambitious yet achievable for attainment of degrees given the current status of the workforce.

Since T.E.A.C.H. began providing scholarships and the other supports previously described, the number of educators participating in the program has grown from six recipients in 2005 to more than 150 in 2013. Given additional support provided by new T.E.A.C.H. scholarship tracks, implementation of the PDM and Pathways to Proficiency, the Wage Initiative and the Education Awards, the targets presented in Table (D)(2)(d)(2) are both ambitious and achievable goals. Nevada will be well positioned to meet its goals, given the strength of the Silver State SKILLS project plan. The following tables use existing data from The Nevada Registry, aligned with the proposed Pathways, to identify baseline and reasonable targets at each credential level.

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2014	Target - end of calendar year 2015	Target - end of calendar year 2016	Target – end of calendar year 2017
Total number of “aligned” institutions and providers *	6	6	6	6	6
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider***	545**	+6	+8	+10	+15*****
*Institutions are currently aligned to the Core Knowledge Areas. In the third quarter of Year 1, the Core Competency Framework will be incorporated and the alignments will be revised.					
**Baseline numbers were obtained from The Nevada Registry. These numbers are not inclusive of all “Early Childhood Educators” in Nevada as defined in the ELC application. As of January, 2013, participation in The Nevada Registry is mandatory for all early childhood educators working in licensed child care settings. Baseline numbers for (D)(2)(d)(1) represent only those early childhood educators who are active members of The Nevada					

Registry working in direct service whose current Career Ladder level aligns with formal post secondary degreed permit levels (Table (D)(2)(d)(2); Credential Types 5,6,7).

****Annual targets represent an increase within the newly proposed Pathways to Proficiency for early childhood educators at the formal higher education degree permit levels as indicated in Table (D)(2)(d)(2) for Credential Types 5,6, and 7, inclusive of the following permit types: Lead Teacher, Family CC Provider III, Director Permit, Master Teacher, Family CC Leader, Master Director, Mentor Director, and the Advanced Professionals tracks.*

*****Targets are cumulative such that by the end of Year 4 a total of an additional 39 early childhood educators will have completed a formal post secondary institution program. This is an increase in 7% from baseline.*

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline* (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
	#	%	#	%	#	%	#	%	#	%
<i>Non-Permit Qualifying Educators**</i>	2,373	43.4%	-60	-2.5%	-126	-5.3%	-126	-5.3%	-126	-5.3%
Credential Type 1 <i>Specify: FFN Provider Permit</i>	0	0%	+1	+1%	+2	+2%	+3	+3%	+4	+4%
Credential Type 2 <i>Specify: Beginning Teacher/Family CC Provider Permit</i>	1,158	21.2%	+12	+1%	+58	+5%	+70	+6%	+81	+7%
Credential Type 3 <i>Specify: Assistant Teacher/Family CC Provider I Permit</i>	1,052	19.3%	+11	+1%	+53	+5%	+53	+5%	+53	+5%
Credential Type 4 <i>Specify: Teacher/ Family CC Provider II/Assistant Director Permit</i>	334	6.1%	+3	+1%	+17	+5%	+17	+5%	+17	+5%
Credential Type 5 <i>Specify: Lead Teacher/ Family CC Provider III/Director Permit</i>	181	3.3%	+2	+1%	+4	+2%	+6	+3%	+8	+4%
Credential Type 6 <i>Specify: Master Teacher/ Family CC Leader/Master Director/Mentor Director Permit</i>	282	5.2%	+3	+1%	+3	+1%	+3	+1%	+6	+2%
Credential Type 7 <i>Specify: Advanced Professionals</i>	82	1.5%	+1	+1%	+1	+1%	+1	+1%	+1	+1%

Credential types (i.e., Permits) are proposed; they are not currently in place in Nevada. For the purposes of this document, baseline and targets were established by using the Career Ladder levels of the current Nevada Registry membership which are aligned with proposed credentials. See Nevada's ECE Pathways to Proficiency for more information.

Baseline numbers were obtained from The Nevada Registry. These numbers are not inclusive of all "Early

Childhood Educators” in Nevada as defined in the ELC application. These numbers represent only those who are active members of The Nevada Registry. As of January 2013 Nevada Registry participation is mandatory for all early childhood educators working in licensed child care settings.

**The baseline numbers reflect the total number of active members of The Nevada Registry working in direct service positions whose Career Ladder levels currently align with each proposed permit level. Annual targets represent an increase within each permit type per year. For example, for Credential Type 2, we expect there to be a 1% increase in year one from baseline, followed by an additional 5, 6, and 7% increase each year thereafter. The targeted total percent increase from baseline for Credential Type 2 is 19%.*

*** Non-Permit Qualifying Educators are active members of The Nevada Registry who have not yet achieved a Career Ladder level aligned with a proficiency permit. Currently this represents 43.4% of Registry membership working in direct service positions. By the end of Year 4, non-permit qualifying educators will represent less than 25% of Registry membership working in direct service; an overall decrease in non-permitted educators by 18.4%.*

SECTION E: MEASURING OUTCOMES AND PROGRESS

(E)(1) UNDERSTANDING THE STATUS OF CHILDREN’S LEARNING AND DEVELOPMENT AT KINDERGARTEN ENTRY

The State of Nevada has made significant progress over the past several years in the implementation of strategies to measure children’s learning upon entry into kindergarten. Silver State KIDS (Kindergarten Inventory of Development Statewide), the second major component of SILVER STATE STRONG, is Nevada’s Kindergarten Entry Assessment (KEA) and coordinated ECE data initiative. Silver State KIDS is currently being piloted in a cross-section of the demographics of schools statewide. At the time of this application submission, 1626 children in 275 classrooms at 140 sites have been assessed. More are anticipated since the deadline for data entry on kindergarten students is November 8, 2013 in order to be included in Nevada’s very first Silver State KIDS report.

These projections for 2013-2014 are summarized below for each of the counties in Phase I:

- **Churchill** (rural): 452 children (300 Kindergarten (100%), 80 Pre-K, 72 Early Childhood Special Education (ECSE))
- **Lincoln** (frontier): 105 children (50 Kindergarten (100%), 20 Pre-K, 35 ECSE)
- **Washoe** (urban): 1060 children (900 Kindergarten (20%), 160 ECSE)
- **White Pine** (frontier): 100 children (80 Kindergarten (100%), 20 ECSE)
- **Mineral** (frontier): 96 children (46 Kindergarten (100%), 40 Pre-K, 10 ECSE)

The data and feedback from these five districts will shape the implementation of Silver State KIDS and support process improvement through participation in evaluation activities. Over the next four years, Silver State KIDS will scale up to incorporate the use of *Teaching Strategies*

GOLD[®] (TSG) in all early learning settings, in addition to kindergarten. This will inform areas for professional development in Silver State Skills and build strong support for Nevada's Core Competencies for Early Care and Education Professionals. Mini-grants are available to counties to support the implementation process.

(E)(1)(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness

In keeping with the plan and priorities outlined in Nevada's Round One RTT-ELC application, the NECAC commissioned a dual-focused needs assessment and planning process in January 2012 to determine feasibility of county-level implementation of a statewide KEA, including a coordinated early childhood data system linked to Nevada's K-12 Statewide Longitudinal Data System (SLDS). The initiative included the following key goals:

1. Administer a common, statewide kindergarten assessment that generates data that educators are trained to use in order to improve program outcomes for children; and
2. Implement effective data practices that link to a statewide early childhood development data system and support early childhood educators to understand and utilize child assessment data to improve programs, curriculum and environments.

Over a thousand stakeholders (including public and private providers, parents and caregivers, Tribal Head Start programs, and other ECE professionals) recommended adoption of TSG because of its strength in the following areas:

1. Alignment. TSG is aligned with Nevada's ELD Standards, including State Pre-K Standards, Infant/Toddler Early Learning Guidelines, Head Start/Early Head Start standards, the Common Core State Standards and Nevada's School Readiness definition, which includes assessment in multiple developmental domains.
2. Streamlined data entry. TSG has advanced features that have been developed to address states' needs for streamlined data entry.
3. Extensive reporting options. TSG has extensive reporting capabilities, and organizational infrastructure available to assist Nevada in analyzing and reporting data.
4. Flexibility to connect with existing data systems. TSG infrastructure can support statewide data and complex collection and reporting requirements. NDE is also implementing a

statewide birth through workforce (P-20W) longitudinal data system that will be able to link early childhood data across programs, schools, and enables data sharing across agencies.

TSG is an asset to the data system because it creates one repository for KEA data, with the opportunity to include participating programs serving infants, toddlers, and preschoolers, and can provide data to other state and local longitudinal data systems.

5. Ability to assess children in their home language. TSG uses developmentally, culturally and linguistically appropriate assessments that are inclusive of all families, and has the capacity to assess young English Language Learners in their home language.

Teaching Strategies GOLD[®] (TSG) was recommended as the KEA tool because of these important strengths, and for two more pragmatic reasons: 1) It is already the tool of choice for Nevada's Head Start programs as well as the Clark County School District ELD programs (including state-funded pre-kindergarten and early childhood special education); and 2) TSG offers the best price per child, allowing substantial savings for state and local programs already using the tool.

TSG is a widely used early learning assessment tool that has been shown to provide valid and reliable results. It can link assessment results directly to curriculum competencies; identify instructional/therapy goals; inform choice of teaching and therapeutic strategies; and detect progress after intervention. The instrument uses developmentally appropriate methods to assess, guide intervention, and monitor progress of children birth to five, and assesses real functioning in real settings using natural tactics. This includes using play-based and other developmentally appropriate methods to examine naturally occurring skills based on the use of toys and activities in the child's natural environment, and limiting the use of contrived situations. TSG assessment materials and procedures accommodate the individual child's special needs, and can be adapted to individual sensory, neuromotor, affective, behavioral, cultural, and linguistic needs.

TSG covers all of the essential domains of school readiness, and is a developmentally appropriate, criterion-referenced system for assessing the knowledge, skills, and behaviors of children from birth through kindergarten. It has been aligned to Nevada's Pre-K Standards and measures children's knowledge, skills, and behaviors on 38 objectives across ten areas of development and learning (social-emotional, physical, language, cognitive, literacy,

mathematics, science and technology, social studies, English language acquisition, and the arts).

(E)(1)(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities

The TSG assessment was first introduced in the summer of 2010. The Center for Educational Measurement and Evaluation (CEME) at The University of North Carolina at Charlotte has since conducted extensive research on TSG, involving thousands of children and teachers. The Center's findings show that the Teaching Strategies GOLD® assessment system yields highly valid and reliable results.

CEME determined the norm sample from more than 100,000 children who received educational services in 618 different programs at 2,525 different sites located in all regions of the United States. Children in the sample represented all age groups and grade levels from birth through kindergarten. There were sufficient numbers of children in the population to sample 500 children in their proper proportions so as to match the U.S. Census Bureau 2009 estimates with respect to seven ethnic subgroups.

These strata covered ages 15 months to 72 months and represent the ages for which the assessment tool is most widely used. Several analyses were also conducted to determine whether TSG is a reliable measure of development and learning. The items in all areas of development and learning had high reliability scores. Inter-rater reliability was also measured, with all reliability scores above 0.8. CEME is continuing its analyses as more data are collected over time. Analysis of data from the 2010–2011 and 2011–2012 academic years confirms the validity and reliability of the scale scores created for each developmental area of TSG. Various reliability and validity checks were also conducted to ensure the reliability and validity of growth scores.

Extensive research has shown TSG to be highly valid, reliable and appropriate for children from diverse cultures, languages, socioeconomic backgrounds, and abilities. It can be used to assess all children, including English-language learners, children who are developing typically, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. Teachers use the same process and rating scale for all children. The scale, which describes milestones from birth through kindergarten, enables users to focus on each child's

strengths rather than on what the child cannot yet do.

TSG is also appropriate to use with children with disabilities. It meets the important indicators for appropriate assessment as recommended by the Division for Early Childhood (DEC) of the Council for Exceptional Children and the NAEYC. It accounts for the fact that children demonstrate their competencies in various ways and emphasizes what the child can do.

Incremental rates of progress are documented within a broad range of development and learning tasks, enabling teachers to anticipate children's likely next steps. Additionally, it involves families in the assessment process and identifies the child's skills and abilities and minimizes the impact of disability on the results.

TSG is fully aligned with the Office of Special Education Programs (OSEP) outcomes and automatically converts the information entered from the assessment to the 7-point scale on the "Child Outcomes Summary Form." The data teachers enter into TSG enable administrators to generate OSEP-mandated reports, including those for Part C and Section 619. TSG is a strengths-based tool. Children's knowledge, skills, and behaviors are rated on a scale that describes emerging competencies as well as mastery. It provides an ongoing record of what a child can do at every checkpoint.

Teaching Strategies GOLD[®] is available in both English and Spanish, and teachers may use language and literacy items in both languages to assess children who are English-language or dual-language learners. CEME researchers used differential item analysis to determine whether any items operate differently for ELLs and whether any items operate differently for children with disabilities. Three age groups (3-, 4-, and 5-year olds) were selected for this study. Data was analyzed according to each child's primary language and disability status. There is strong evidence that the items in TSG operate in the same way for children whose family language is not English as they do for children whose home language is English. This information can be collected through TSG's Home Language Survey, which helps teachers gather information about the languages children hear and speak at home and at school.

(E(1)(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation

As described above, the Phase I pilot of Silver State KIDS has already launched, and the pilot

districts have already administered TSG for the 2013-14 school year. Phase II is envisioned to occur during school year 2014-15, when funding for all districts to participate in Silver State KIDS will be available. Senate Bill 486 provides funding for the biennium (2013-2015) to pilot Silver State KIDS; however, additional training and onsite supports have been identified as critical needs for the KEA success. RTT-ELC grant dollars will be used to expand implementation sites as well as provide training and onsite support. Following the pilot phase, the total number of children to be assessed in Year 1 (2014-15) will be 21,500; the total number of children to be assessed in Year 2 (2015-16) will be 43,000. By Year 4, 100% of elementary schools will be implementing Silver State KIDS.

Participation Targets	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)
	12% of Elementary Schools	35% of Elementary Schools	75% of Elementary Schools	100% of Elementary Schools

Silver State KIDS KEA will be administered no later than the start of each school year for children entering public kindergarten. The majority of Nevada's school districts conduct kindergarten assessments in the Spring (April/May/June) preceding the beginning of the school year during registration and early enrollment. However, TSG can be used to measure children's progress along the developmental and skill continuum up to four times per year. Programs serving children birth to kindergarten can enter data throughout the year, up to four times.

(E)(1)(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws

Data from Silver State KIDS KEA will be reported to Nevada's SLDS, and the implementation plan for developing the state's early childhood data system that is linked with the existing K-12 SLDS is described in Section (E)(2) below. This detailed plan (*see Appendix E*) describes how data will be managed in a manner consistent with Federal, State and local privacy laws. Because TSG is a supplier-hosted solution, school districts will own all data that teachers and administrators enter and store in Teaching Strategies GOLD[®] online. TSG also supports the ongoing archiving of data to allow multiyear reporting at minimal cost. This will enable educators to run year-over-year comparisons and to see change over time. Administrators are responsible for archiving child portfolios, which can be reactivated at any time.

TSG assessment data will be uploaded to the Student Accountability Information in Nevada's

longitudinal data system (SAIN) on a pre-determined frequency. Assessment data will be matched with student demographic data and populated into the student record in the SAIN system. The student record will then be available for Federal reporting and providing research and feedback information to educators. NDE has been discussing the incorporation of the TSG assessment data into the Nevada Growth Model³⁴ and the Nevada Report Card.³⁵

Schools are able to export their data at any point. The data export function enables data export for any checkpoint period, for storage in another system or for additional analysis. The export can include all information captured in the children's records. Each child, class, teacher, site, and district is given a unique identifier that can be linked to a state data system. Teaching Strategies GOLD[®] also has a field at each level that enables the state to combine child data with data in other state systems. The data are available in a tab-delimited file and includes a row for each child in the account.

For each checkpoint period, the file identifies the program, site, teacher, class, child age, ethnicity, gender, race, language, funding sources, IEP or IFSP, Part B and C entry date, exit date, outcome scores, and assessment data. This file can also be used as a method to get data into the SAIN system or into the district local student information systems (LSIS). This data format will allow the TSG data to link to the new Data Exchange Hub currently being developed by the NDE, NSHE and the Department of Employment, Training and Rehabilitation (DETR). This hub will use encrypted data transfer to match personally identifiable meta data across agencies to develop a secure Unique State Personal Identifier to then be used to exchange de-identified data without the requirement of personal information. This system and the data that is exchanged are governed by the State P-20W Council which has representation from NDE, NSHE, DETR and Early Childhood Education.

TSG makes this data export directly available whenever a user with the appropriate

³⁴ Designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14, the Nevada Growth Model measures how much a student improves in academic performance over time, rather than simply whether he or she passed a test.

³⁵ Operated by the NDE, the Nevada Report Card provides access to State, district and school level data via customizable reports.

permissions is logged in. Data can be exported by the user, with or without the support of the Teaching Strategies implementation staff. Data are always secured by using SSL encryption, and the system meets the rigorous requirements of many states, the U.S. military, and Web-based application security certification.

(E)(1)(e) Is funded, in significant part, with Federal or State resources other than those available under this grant

As described in Section A and in (E)(1)(a) above, Governor Sandoval’s budget for the SFY 2013-15 biennium appropriated \$1.5 million to support the Silver State KIDS Phase I (2013-14 pilot), which includes costs for training, technical assistance, and implementation “mini grants” for local school districts. This appropriation was approved and incorporated in SB486 during Nevada’s 77th Regular Legislative Session (2013). (*see Appendix R*) The implementation plan for scaling up Silver State KIDS leverages existing resources that are currently funding both public and private programs to utilize TSG for kindergarten entry assessment. These are summarized in Section (E)(1)(c) above, and include most Head Start and Tribal Head Start programs as well as some State Pre-K classrooms. Additionally, Silver State KIDS training activities leverage existing resources from CCDF, ECCS and NDE.

(E)(2) BUILDING OR ENHANCING AN EARLY LEARNING DATA SYSTEM TO IMPROVE INSTRUCTION, PRACTICES, SERVICES, AND POLICIES.

The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system—

Nevada’s readiness to begin implementation of a comprehensive early childhood data system which will connect data across early childhood programs, and then to the state’s longitudinal data system for students in K-12 and beyond, has been informed by over two years of collaborative planning. The purpose of the system is to provide the information about child, program and teacher outcomes that is needed to drive significant improvements in both policy and practice. Two substantive planning initiatives have moved Nevada forward in this process, and have been conducted in a coordinated manner involving multiple agencies and systems:

- 1) Nevada’s P-20W Advisory Council’s plan to establish a P-20W state longitudinal data system that links data about education outcomes across an individual’s developmental continuum, from cradle to career**

On October 7, 2011, Governor Sandoval issued an Executive Order (EO) directing Nevada's P-20W Advisory Council to review existing data systems in the state and make recommendations for the design and implementation of a statewide longitudinal data system that tracks student and educator data from early childhood through post-secondary education. The EO authorized the Council to address the data information system for public school students, noting that "the effective use of high-quality education data is integral to the success of these reforms and establishing an effective education data system requires cooperation of all constituents."

The Council's recommendations (which are summarized in a report that was released in August 2012 (*see Appendix S*) include the designation of a cross-agency collaborative data governance structure, the development of data policies that define use, management, sharing and privacy protocols, and additional funding to support implementation. All of these recommendations were authorized and incorporated into law by the 2013 legislature.

2) The Silver State KIDS implementation plan needs assessment and planning process, undertaken in early 2012 at the direction of the NECAC

To support the development of this plan, a statewide needs assessment and planning process was undertaken in early 2012 at the direction of the NECAC. (*see Appendix E*) The Silver State KIDS implementation plan reflects the overall strategy and goals for the integrated data system, including identification of what resources, data elements, and technologies are needed to support the strategy and where the data assets will be housed that are needed to support an early childhood data system. A feasibility study is planned for 2014 that will help to identify duplication of data assets and gaps at the state agency level where various early childhood databases are housed.

Over the past biennium, Nevada has made significant policy and financial commitments that have positioned the state to move forward with implementation. Over \$18 million from the State General Fund has been spent over the past ten years on developing a centralized education data system. Additionally, Nevada has received a total of \$9 million in federal funding to develop its SLDS: \$5 million in 2007 to build the K-12 system, and an additional \$4 million in 2012 to link that system to workforce and higher education data. These investments have supported data system infrastructure, program design and development, building capacity for local school districts, and hardware/software/equipment. This includes \$4 million from an Institute of Education Sciences (IES) grant to NDE over a three-year cycle (10/1/2012 to 9/30/2015),

funding access to link, by the use of one unique student identifier, students starting from pre-kindergarten through high school and following them through postsecondary education and workforce development.

(E)(2)(a) Has all of the Essential Data Elements

The Silver State KIDS implementation plan reflects guidance from The Early Childhood Data Quality Campaign (DQC),³⁶ which identifies “Ten Fundamental Elements” needed to successfully align ECE data systems with P-20 statewide longitudinal data systems. These elements are included in this application’s definition of Essential Data Elements. The data elements in Nevada’s plan include:

1. Unique statewide child identifier;
2. Child-level demographic and program participation information;
3. Child-level data on development;
4. Ability to link child-level data with K-12 and other data systems;
5. Unique program site identifier tied to children and the ECE workforce;
6. Program site data on the structure, quality and work environment;
7. Unique ECE workforce identifier with the ability to link with program sites and children;
8. ECE workforce data and demographics, including professional development data;
9. State governance body to manage collection and use; and
10. Transparent privacy protection and security practices and policies.

A planning template has been developed to facilitate the selection of indicators related to these data elements, and to summarize the type of data being reported by Nevada’s agencies and funding streams that support ECE programs (including State-funded Pre-K, Child Care Subsidy Programs, IDEA Part B, IDEA Part C, Title I, Head Start/Early Head Start, Health/ Medicaid/

³⁶ The DQC is a nonprofit, nonpartisan, national advocacy organization which leads a partnership of nearly 100 organizations committed to realizing the vision of an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data from the early childhood, K–12, postsecondary, and workforce systems to make decisions that ensure every student graduates high school prepared for success in college and the workplace.

CHIP, TANF, WIC, and SNAP).

The following data indicators are representative of those recommended by CEDS³⁷ (Common Education Data Standards) for ELD programs that Nevada expects to track. As implementation of the coordinated system progresses, the Data Governance Committee may recommend additional and/or expanded elements and indicators to ensure alignment with Nevada’s definition of school readiness; however, this serves as the starting point to guide implementation planning.

CHILD LEVEL DATA will include: Identity (Name), Gender, Birth date, Race/Ethnicity, Program Eligibility, Homeless Status, Address/Contact, Health Data: immunizations, vision/hearing/dental screening, birth weight, weeks of gestation, Insurance coverage, Developmental screening and assessment (dates, findings), Disability and Type, Language, ECE program enrollment, Attendance and participation, EIS/Special Ed Services, and Participation in school food program.

FAMILY LEVEL DATA will include: # in Family/Household, Residency Status, Income, Parent/Guardian identity, Parent/Guardian relationship to student, Education, and Employment.

PROGRAM STAFF LEVEL DATA will include: Identity/Name, Gender, Age, Contact information, Education Level, Training, Degree, Certification, or Specialty Area, Degree Type and Date, Degree Source, Early Childhood Credential, Language, and Employment.

PROGRAM LEVEL DATA will include: Name, Location, Contact Information, Site Information, Certification and Accreditation, Licensure, Dates of Operation, Ages Served, Staffing Ratios, Hours of Operation, Eligibility Criteria, Program Descriptions, Waiting List Information, Program Setting, and TQRIS Score.

(E)(2)(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs

The selection of a statewide KEA (TSG) facilitates uniform data collection and easy data entry

³⁷ The CEDS project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across early learning through postsecondary institutions and sectors.

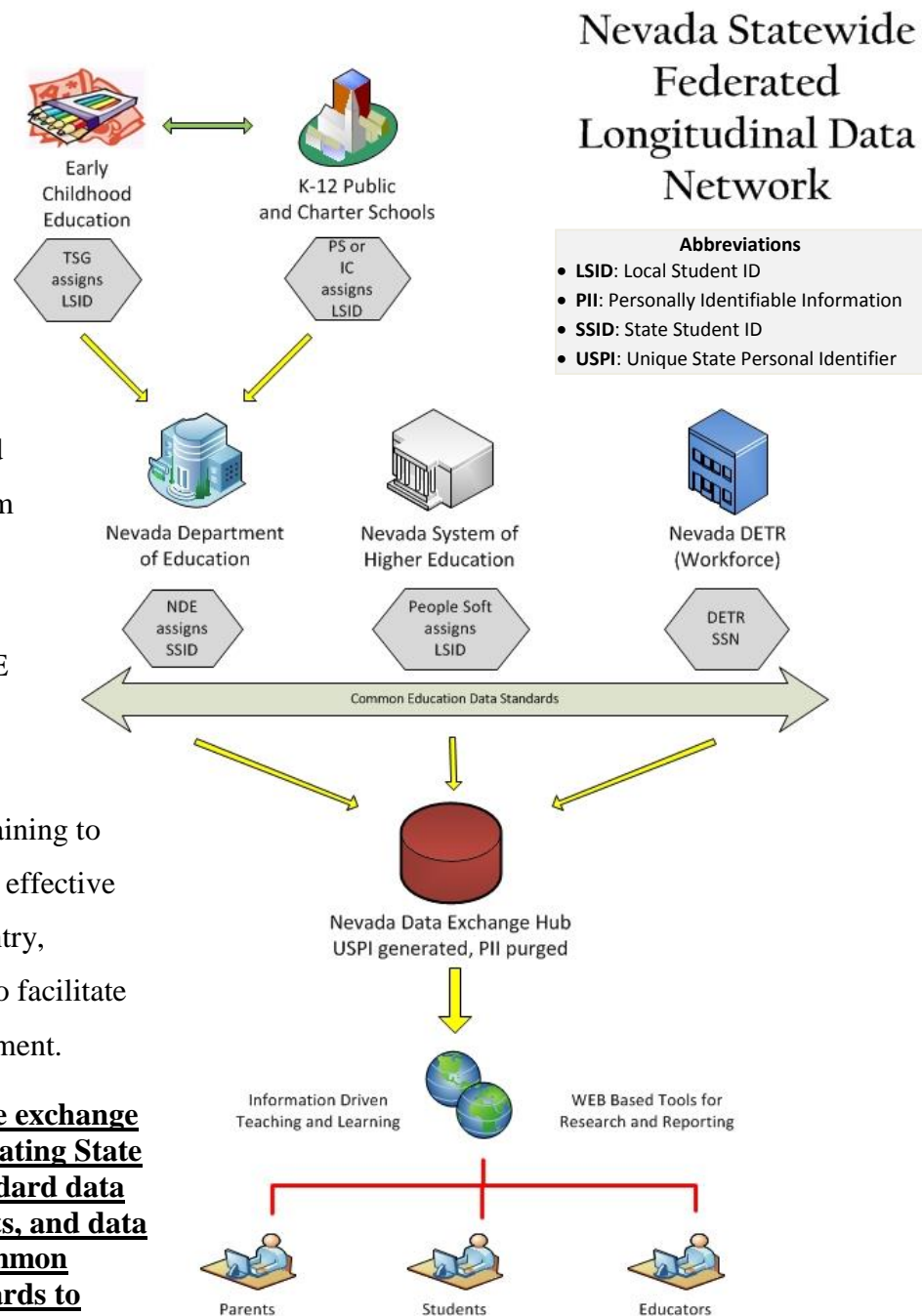
into the early childhood data system. (*Described in greater detail in Section E(1)*)). It is anticipated that the development of a web-based data system that allows ECE data, which will include data from the KEA as well as other existing databases, to be linked to K-12 data via the Statewide Longitudinal Data System (SLDS), will serve multi-audience users. Secured access will be provided to authorized users, and aggregated data will be available to Pre-K programs, school and center administrators, funders, policy makers, other school districts, participating state agencies, and parents/families/caregivers.

The following graphic depicts the coordinated data system that is envisioned, which leverages Nevada's existing technology infrastructure and capacity at both the state and county level. In this approach, which is considered ideal in terms of cost, expediency and local control, ECE data will be integrated with local school districts' information systems. Data may also be aggregated at the State level via the existing Bighorn SLDS system. NDE will work with TSG to integrate data with local information systems at the district level by uploading assessment data into the various district systems (e.g., Infinite Campus and Power School), in order to minimize the burden on programs related to data collection and entry. Bighorn would then pull that data in a similar manner as is currently used for the normal local system-to-state system mapping process. Additional steps that will be taken to facilitate data collection and entry include:

- Designing and developing stakeholder-specific data portals to streamline and improve the timeliness, completeness, and accuracy of system records related to the providers and consumers of ECE services; and
- Providing comprehensive training to ECE programs on effective data collection, entry, analysis and use to facilitate program improvement.

(E)(2)(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data

The P-20W SLDS workgroup of Nevada's P-20W Advisory Council is in the process of designing a state-level interagency data governance structure to set state policies that guide data collection, access, and use. A data governance coordinator will be appointed by the Council in Year 1 who will have authority to manage the data governance process across all participating agencies and programs and to serve as liaison between the agencies, councils and related



planning committees/workgroups. Also in Year 1, interagency policies and formal agreements will be designed and executed to facilitate data sharing; ensure data quality; protect privacy, security, and confidentiality; and ensure interoperability between multiple systems and users.

The above graphic depicts the preliminary design of the envisioned federated³⁸ system that builds on and links select data from the public health data system, the child welfare system, and other agencies to the K–12 longitudinal data system hub. As previously indicated, this design leverages Nevada’s existing technology infrastructure and capacity at both the state and county level. Data-sharing agreements will be established that define how data would be linked and used. Common data elements will be defined that best inform the school readiness domains, and common data standards will be established across agencies to ensure that data fields represent the same type of information when linking databases. Nevada will design a process for assigning a single, non-duplicated identifier to each child, ECE program site, and member of the ECE workforce to accurately match records among datasets that represent the same child, program site, or provider/teacher and to facilitate matching records across databases.

(E)(2)(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making

The following key questions will guide the data governance committee and the implementation workgroup in designing an early childhood data system that generates timely, relevant and accessible information:

1. Are the children of our state, birth to 5, on track to succeed when they enter school and beyond?
2. Which demographics of children and families (e.g. by location, income, race, language, special needs, etc.) are and are not being served by which programs/services?
3. Which demographics of children have access to high-quality early childhood programs and services?
4. What characteristics of programs are associated with positive child outcomes for which

38 A federated database system is a type of meta-database management system (DBMS), which transparently maps multiple autonomous database systems into a single federated database.

children?

5. What are the educational and economic returns on early childhood investments?

A significant advantage of the approach portrayed above is that it enables authorized users to obtain data from local student information systems, which makes it more accessible for teachers, parents, and other primary users. It also facilitates the assignment of a unique identifier to children prior to kindergarten entry, which supports better data matching for students transitioning from one school or district to another. Finally, it promotes stronger parent buy-in when all users are working with common definitions and infrastructure related to both the assessment tool and the information system, so that there is a shared understanding about what data is available and how it can be accessed. Elements will be stored longitudinally, so that users can go back at any time to see past class performance and assessment scores. This information regarding the child's growth can be used to help that child succeed.

Other factors will influence system design to ensure that information generated can support continuous quality improvement and data-driven decision making. These include the following elements that will be taken into account when defining data management and use policies:

Developmental screening: Defining success, and addressing how outcomes in the early years impact later performance in school; not neglecting foster children, children with special needs, and other special populations;

Parental engagement: How is it defined, measured, and impacted by such things as mobility, homelessness, and home schooling;

Participation rates: Access to programs and services, transition between programs, duplication, responsiveness of programs, program combinations, and earlier identification practices that contribute to children's greater involvement in quality programs;

Program quality: How staff turnover, provider practices, curriculum, learning environment and professional development impact child outcomes; and

Family and health characteristics: How family knowledge of child development, family socio-economic status, immunization rates, and supports such as home visitation and quality childcare improve outcomes for children.

Once implemented, Nevada's statewide P-20W integrated data system will benefit Nevada's

children, families, and providers in numerous ways, offering opportunities that include:

- Alignment of early learning standards and program quality ratings or criteria;
- Resources sufficient for conducting timely assessments with reliability appropriate for purpose, and for preparing summaries of data presented in a useful way;
- Measurement of progress toward kindergarten readiness, development and learning at kindergarten entry, and progress throughout the kindergarten year;
- Support for educators to guide and inform planning and instruction;
- Identification of children who might benefit from special help, screening, or further evaluation;
- Consistent ways to communicate with family members about their child's development, school readiness and educational progress;
- Analysis of data related to service delivery to specific demographic groups, to ensure an equitable distribution of resources;
- Analysis of child outcome information as one part of a larger accountability system that uses data to help inform policy decisions;
- Provide programs and services with information about the children they are serving to improve individualized teaching and learning, and to inform and support continuous quality improvement;
- Use data sharing to support peer mentoring to facilitate improved outcomes;
- Provide parents/families/caregivers with information about the ECE programs available to them and improve information exchange to support their children's development; and
- Disseminate data to local ECACs and the public through an open source web-based platform with enhanced data analysis and data visualization features to show time trends and compare data across geographic areas.

(E)(2)(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Data use policies and procedures are well defined by both NDE and DHHS. Nevada's coordinated early childhood data collection system plan will adhere to all applicable local, state and federal laws as the plan is designed. The governance policy, once approved, will:

- A) Include identification of elements to be collected and maintained;

- B) Provide for training on internal controls to system users;
- C) Establish who will have access to the data in the system and how that data may be used;
- D) Set appropriate internal controls to restrict access to only authorized users;
- E) Set criteria for determining legitimacy of data requests;
- F) Establish procedures to verify accuracy, completeness, and age of data elements maintained in the system and for determining the sensitivity of each inventoried element and the risk of harm if that data were improperly disclosed; and
- G) Establish procedures for disclosure review and auditing.

Additionally, a transparency policy will be developed that simultaneously informs the public, including families, early childhood educators and programs, of the existence of data systems housing personally identifiable information, explains the data elements within that system, and enables parental (or legal guardian) consent to disclose personally identifiable information as appropriate, and describes how it will be used.

Nevada's longitudinal data system within NDE includes the 12 elements described in section 6401(e) (2) (D) of the America COMPETES Act in accordance with Indicator (b) (1) of Nevada's State Fiscal Stabilization Fund. Nevada does not allow identification of specific children by data system users through the unique student identifier code.

PRIORITY 2: COMPETITIVE PREFERENCE PRIORITY -- INCLUDING ALL EARLY LEARNING AND DEVELOPMENT PROGRAMS IN THE TQRIS

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities

Nevada's licensing and inspection system requires that providers who care for more than four unrelated children for compensation must be licensed; however, counties and municipalities have the option to create more stringent regulations. In Washoe County (Reno/Sparks metropolitan area), those who care for two or more unrelated children must be licensed. As is the case in many

states, Nevada does not exempt religious entities or Head Start programs from this requirement. Programs that are exempt from licensing are those that operate on school district grounds, including State Pre-K and programs that operate before and after school.

Silver State Stars is available to all licensed child care providers (centers and homes), Head Start, and district Pre-K programs, and participation will remain voluntary for privately funded licensed programs and centers.

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate

Nevada has ambitious goals for including nearly all licensed ELD programs in our Silver State Stars TQRIS by the end of four years. The chart below demonstrates the progression towards this goal. All programs currently receiving CCDF subsidy will be required to participate in the TQRIS in order to continue to receive those funds. In addition, Nevada will continue to add programs voluntarily; however, programs that choose to participate in the TQRIS will be required to become a registered subsidy provider. This will ensure that families of children with high needs will have even greater access to higher quality programs.

As indicated in the table below, we intend that by the end of 2017 (Year 4), the majority (80%) of licensed ELD programs (including State Pre-K and Head Start/Early Head Start) will be voluntarily participating in Silver State Stars, leaving approximately 95 (20%) licensed ELD programs left that are not anticipated to voluntarily participate by 2017.

Year	North CCDF- subsidy	Additional ELD programs added North	South CCDF- subsidy	Additional ELD programs added South	Total licensed sites Per year
Current in 2013	19	-	28	-	47
2014	6	12	21		39
2015	17	12	23	12	64
2016	32	12	47	12	103
2017	35	12	44	12	103
Total	109	36	163	48	356
Total number of licensed ELD program statewide = 451 --Not including family care or publicly funded					
Licensed ELD programs participating by 2017 = 356					

Year	# of FCC programs
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Nevada also has plans to increase the numbers of participating licensed Family Child Care (FCC) programs over the next four years, albeit more gradually. These assumptions are summarized in the table (right).

2015	10 (pilot)
2016	18 (5%)
2017	55 (15%)
TOTAL	83 (22.5%)

Based on the research, information gathering, and peer sharing that Nevada has engaged in with other state TQRIS programs, we are confident that the remaining 20% (or less) of programs will opt in, based on the following assumptions and expectations:

1. Increased family and community awareness of the Silver Stars Quality Rating and Improvement System, and why it matters, will prompt families to pay attention to a program's star ratings and choose to enroll their child in a rated program versus an unrated program;
2. As a result of participation by 80% of eligible programs, the remaining 20% are likely to be motivated to "get on board";
3. Stronger business incentives will be a motivating factor for privately funded programs, once it becomes clear that families have more choice and better access to quality programs, regardless of how they are funded; and
4. The validation data about the direct connection between star ratings and child outcomes will be documented and used to demonstrate, to both programs and families, the value of Silver State Stars participation.

PRIORITY 3: COMPETITIVE PREFERENCE PRIORITY – UNDERSTANDING THE STATUS OF CHILDREN'S LEARNING AND DEVELOPMENT AT KINDERGARTEN ENTRY

To meet this priority, Nevada's application has addressed the selection criterion (E)(1).

PRIORITY 4: COMPETITIVE PREFERENCE PRIORITY -- CREATING PRESCHOOL THROUGH THIRD GRADE APPROACHES TO SUSTAIN IMPROVED EARLY LEARNING

OUTCOMES THROUGH THE EARLY ELEMENTARY GRADES

State policy leaders agree that comprehensive action needs to be taken to improve early literacy and third grade reading proficiency. To underscore the high priority that Nevada now places on the importance of early learning and development, Governor Sandoval has emphasized that early literacy acquisition is a key component to his education plan. In his *State of the State Address* in January 2013, he identified the need for improved early literacy education as a critical measure for improving Nevada’s overall education performance. All Nevada students should be reading at grade level by the completion of the third grade.

Nevada’s Pre-K–3 work focuses on building strong connections between learning experiences across these critical years. This work will be propelled by the restructuring of Nevada’s early childhood system under NDE leadership, which is strategically designed to create better alignment for individuals across the education continuum, beginning at birth. This important reorganization acknowledges that effective Pre-K–3rd approaches require that educational standards, curricula, assessment and professional development are strongly aligned across high-quality Pre-K, Kindergarten, First, Second and Third Grades.

Nevada’s SFY 2013-2015 biennium budget includes several initiatives to support early literacy efforts, including the expansion of full-day kindergarten to over 200 Nevada schools, support for English Language Learners in the early grades (Pre-K–4th) and expansion of 28 new State Pre-K classrooms within the state, serving approximately 1120 children in communities with a high number of ELL students. As a result of these new initiatives, the State is well-positioned to move ahead with the SILVER STATE STRONG (S³) plan for early childhood through 3rd Grade reform efforts.

Nevada’s S³ plan builds on multiple local and statewide collaborative initiatives underway that will be integrated into Nevada’s Pre-K–3rd approach, which is focused on the following objectives:

1. Increased funding for public education for children starting at age 3, including voluntary Pre-K for 3 and 4 year olds and full-day kindergarten
2. Aligned educational strategies within and across grades, including:

- Aligned standards, sequenced curriculum, instruction, and assessments
 - Well-rounded curriculum, including literacy, math, arts, physical education, social and emotional learning and science
 - Regular joint planning and shared professional development among all Pre-K, Kindergarten, and 1st–3rd grade teachers and staff
3. Principal leadership to support joint professional development and teacher collaboration around Pre-K-3rd curriculum and instruction
 4. Family engagement focused on supporting what children learn in school and on promoting a Dual-Generation strategy

The following initiatives will directly contribute to the above objectives, and will be coordinated to align goals and outcomes with the S³ plan:

- Birth-3rd Grade Policy Academy: Nevada was one of six states selected to participate in an 18-month Birth-3rd Grade Policy Academy (2013-14) sponsored by the National Governors Association (NGA), and will receive \$25,000 and technical assistance to help improve learning outcomes from early childhood through third grade. Other states selected include: Connecticut, Hawaii, Illinois, Massachusetts, and Pennsylvania—to participate in this national joint effort to improve early learning outcomes.

The goal of this policy academy is to help participating states build awareness and commitment among parents, educators and board of education officials to support a continuum of high-quality opportunities for early learning, as well as develop and begin to carry out a state-specific plan to implement learning objectives. NGA will work with the selected states to improve policies and practices related to educator effectiveness and the use of appropriate assessment systems. Nevada will focus on: 1) Building awareness and commitment to support a continuum of high-quality early learning opportunities from Birth-3rd grade; 2) Strengthening the effectiveness of early childhood and early elementary educators; and 3) Developing a plan for a K-2nd grade formative assessment system, aligned to Silver State KIDS, that can inform and support early childhood and early elementary teachers' practice.

- Striving Readers Comprehensive Literacy Grant: Striving Readers currently provides

funding to four districts to implement Nevada’s State Literacy Plan from Birth –12th grade. Nevada’s approved grant application and state literacy plan include a Pre-K–3rd grade focus that include the following components related to improving instruction and early literacy experiences: 1) Collaborate with early childhood organizations to ensure that all early childhood programs have consistent research-based early literacy information; 2) Facilitate the use of research-based instructional materials and assessments that are aligned with the Nevada Early Learning and Development Standards and CCSS; 3) Coordinate Pre-K–3rd grade efforts across the State that support early literacy efforts; 4) Work to bridge funding between State/School District and other publicly and privately funded efforts to reach all early childhood education programs and families; and 5) Provide professional development and other support to align curriculum, assessments, and instruction Pre-K–3rd Grade.

(a) Enhancing the State’s kindergarten-through-third-grade standards to align them with the State’s Early Learning and Development Standards across all Essential Domains of School Readiness

Children’s readiness for school is multi-faceted and encompasses the whole range of physical, social, emotional, and cognitive skills that children need to succeed. Nevada’s Early Learning and Development Standards, as well as Nevada’s definition of School Readiness have been aligned with the National Education Goals Panel recommended five domains of children’s early development and learning that define school readiness: *Health and Physical Development; Social/Emotional; Approaches to Learning-Creative Arts; Communicative Skills-Language and Early Literacy; and Cognition & General Knowledge-Math & Science*. Nevada’s ELD Standards also have expanded content headings to align with the revised K-12 standards. A crosswalk has also been developed (*see Appendix I*) to align the revised Pre-K Standards with the new Common Core Standards in literacy and mathematics. This work is supported by the Nevada Striving Readers Comprehensive Literacy grant, described above.

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families’ capacity to address these needs

Nevada’s S³ plan addresses the health, behavioral, and developmental needs of children with high needs and builds families capacity to address these needs by incorporating ongoing developmental monitoring, providing guidance to parents on typical development, and providing

a well-planned referral system and coordinated developmental screening services. This facilitates earlier identification and a more coordinated response for those children with or at risk of developmental delays or disabilities. The following components are crucial to Nevada's plan:

1. Expanded Developmental Screening: Selection, training and expanded utilization of universal developmental screening tools and approaches in child-serving settings statewide (EPSDT, ASQ, and Teaching Strategies Gold);
2. Statewide Approach: Facilitation and support of Developmental Screening Workgroup to provide leadership, guidance and advisory recommendations to the Nevada ECAC, local ECACs, and state and local policy makers;
3. Cross-system Linkages: Recruitment of cross-system/cross-agency stakeholders at the state and local level to participate in a shared statewide approach to improve referral system and linkages between early childhood and health care settings in order to deliver better coordinated developmental screening services;
4. Family Support: Engagement, education and support of families and caregivers to serve as knowledgeable system partners and advocates for their child's healthy development;
5. Improved Access to Resources: Linkage of ECE and child health providers to resources for referral, utilizing child care health consultants to link training and referrals among medical homes, early intervention services, child care programs and families; and
6. Joint Accountability for Outcomes: Promotion of the use of shared performance indicators to track and exchange data on mutual outcomes related to developmental and behavioral health screening and referral activities across ECE, health, and early intervention systems.

The S³ plan will link the wide range of projects already underway that are described below and focused on supporting the health, behavioral, and developmental needs of children with high needs from preschool through third grade, as well as building families' capacity to address these needs. While by no means is the following list exhaustive, the projects described below provide critical resources (such as training, technical assistance, direct services and supports) that will be leveraged by S³:

Learn the Signs. Act Early: The University of Nevada (Reno) is the lead entity for Nevada's participation in the Centers for Disease Control and Prevention's (CDC's) "Learn the Signs. Act Early." program that aims to improve early identification of children with autism and other

developmental disabilities so children and families can get the services and support they need as early as possible. The program is made up of three components:

- a) A health education campaign that promotes awareness of healthy developmental milestones in early childhood and the importance of tracking each child's development and acting early if there are concerns;
- b) Collaboration with state, territorial, and national partners to improve early childhood systems to improve screening and referral to early intervention services and supporting the work of Act Early Ambassadors to promote messages and tools and improve early identification efforts in the state; and
- c) Research and evaluation to improve campaign materials and implementation activities and increase understanding of the factors that influence early identification and referral.

Children's Cabinet: The goal of the Child Care Resource & Referral (CCR&R) Department of the Children's Cabinet is to promote quality child care that is affordable and accessible to all families in their own community. At the heart of quality child care, are environments that are safe and healthy. Having health and medical care professionals who are trained in child care health consultation is an important piece in supporting child care providers to create and maintain environments that foster children's growth and development.

In managing Child Care Health Consultation Services for Nevada, the Children's Cabinet: a) works with child care health consulting agencies to develop and align training modules offered to child care providers and/or child care health consultant service providers; b) refers child care centers and homes by phone to local providers of child care health consultation services including social emotional, mental health and health best practices for child care health and well being; c) assists in statewide planning, including expansion of services to rural areas, cultivating and/or supporting private business development for provision of child care health consultation; and d) promotes information regarding child care health consultation through public awareness.

Local Early Childhood Advisory Councils: Since 2009, ECCS funding has been used to develop local Early Childhood Advisory Councils (ECACs) to support and promote: a) local strategies to serve all young children through community-based providers, and b) communication with the Nevada ECAC ensuring that local priorities are incorporated into state planning and

recommendations for resource allocations. To date, there are eight active ECACs operating in Nevada, representing seven counties as well as an ECAC representing Nevada's tribes and tribal organizations. S³ will support local ECAC capacity and work through mini-grants to continue to build related P-3rd grade work at the local level while also building upon state level professional learning opportunities such as state NevAEYC and NDE Mega Conferences and Birth-3rd Grade Summit and Governor's Symposium.

Additional Supports for Families: Nevada PEP, a statewide nonprofit organization, provides information, services and training to Nevada families of children with disabilities. PEP services are about empowering families to be life-long advocates for their children through education and skill building. PEP recognizes that parents are experts on their own children; and must learn about disabilities, intervention needs, and how to develop a support system to meet those needs. Finally, there are also 22 FRC's in Nevada that provide information, referrals, and case management to at-risk families. FRC's collaborate with local and state agencies and organizations to help individuals and families access needed services and support.

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

Leaders in Nevada's early childhood literacy programs will facilitate the emerging literacy development of children from Birth - 3rd Grade by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains. Coordination of instructional efforts between preschools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided through SILVER STATE STRONG. Targeted training and professional development will be provided to early childhood and K-3rd Grade professionals, including educators, administrators and related personnel, as outlined in the table below.

Teacher, Administrator & Staff Preparation and Professional Development	
Developmental Science	Building a Cadre of Pre-K-3 rd experts through partnership with FirstSchool
	Birth-3 rd Grade Implementation Summit

Developmentally Appropriate Content	Highlighting best practices within annual P-3 Tracks within state ECE conference and NDE P-12 conference for K-12 teachers and administrators
	Increasing professional development for Kindergarten teachers through Silver State KIDS and collaboration with Regional Professional Development Programs (RPDPs) and building a Pre-K-K mentoring project modeled from NC Power of Kindergarten initiative.
Protective Factors	TACSEI and CASEL alignment within ECE and K-3 classrooms
	Include programs that provide training on identifying protective factors or factors that lead to resilience and successful outcomes
Family Engagement	Partnering with NDE Family Engagement office and State Parent Advisory Council to promote K-3 focused family engagement strategies within all districts
	Supporting home visiting initiatives within P-3 pilot and/or other district initiatives

Training and professional development will be implemented as part of Silver State SKILLS (*Project 3*), to support Nevada's P-3rd grade goals related to ensuring continuity across the child's early school years and ease transition from early childhood classrooms into schools. This approach is described in further detail in Section D. NDE will work with institutions of higher education to assess and align course content and teacher effectiveness measures to create a potential statewide prenatal to third grade teaching credential.

Experience has shown that all of Nevada's schools and districts possess a number of common needs for: 1) data that provide an effective lens through which to view practice, drive a professional development agenda, and guide and monitor change and progress; 2) a mindset of continuous improvement and a district and school culture of collaborative inquiry that support the development of professionals; and 3) leaders and teachers who are well versed in the research, data, and practices that support the growth and development of young children.

Nevada has partnered with and will continue to partner with FirstSchool to help build a cadre of Pre-K-3rd experts and the use of the Snapshot Professional Learning System, which includes a framework of ten research-based instructional practices (*see Appendix T*) designed to foster classroom cultures of caring, competence, and excellence. The goal of this partnership is to build a cadre of Pre-K-3rd grade experts who are 1) knowledgeable about effective teaching practices aligned with state standards and targeted to support young learners and close the achievement gaps for struggling population; and 2) well-versed in research on developmental science, protective factors, brain research, and educational research, especially as it pertains to

high needs children. Under this plan, Nevada will consult/contract with FirstSchool focusing on aligning teaching practices with Common Core State Standards (CCSS) and State Early Learning and K-3 Standards in Pre-K–3rd grade classrooms.

Additionally, Nevada is participating in the National Center State Collaborative (NCSC) General Supervisory Enhancement Grant (GSEG) for the development of an Alternate Assessment based on Alternate Achievement Standards (AA-AAS). NCSC is designing a comprehensive system of professional development that will support educators in the use of formative assessment tools and strategies, including appropriate interim interpretation of data for progress monitoring, and incorporate process improvements into management systems to ease administrative and documentation burdens for educators.

Nevada is also developing a statewide Community of Practice (CoP) for teachers and service providers from around the state. Participants include early childhood special and general educators, special educators for students with significant cognitive disabilities, resource room teachers, general educators in Mathematics and English Language Arts, occupational therapists, speech therapists, assistive technology specialists, and district administrators. Those involved in Nevada's CoP receive the most current training on the CCSS, the relationship between content and achievement standards, curriculum, assessment, and access to the general curriculum. Members will pilot model curricula as it is rolled out and help to refine and clarify materials and resources that are in development for future use in the field. It is worth noting that Nevada is one of the only states out of the 19-state cohort to include early childhood representation on its team.

As reflected in Section D, implementation of the Silver State SKILLS project will include:

1. Development reciprocity of relevant training opportunities between The Nevada Registry and the Nevada Department of Education so that relevant CEUs and Registry Training Hours can each count toward Birth-3rd teachers professional development;
2. Development of a Learning Academy specifically for K-3rd grade elementary-trained teachers and administrators that focuses on topics related to developmental science, developmentally appropriate practice, family engagement, social and emotional learning, and appropriate uses of assessment; and
3. Development of a post-graduate certificate program for teachers with a related Bachelor's

degree not leading to licensure (e.g., Human Development and Family Studies) to obtain a NDE Teaching License for Birth- 2nd Grade.

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum

Nevada has a number of cross-system partnerships that have successfully leveraged additional support for related early childhood and P-3rd grade efforts. The funding support from RTT-ELC will help Nevada to formalize and strengthen these collaborative structures in order to ensure their effectiveness and broaden their reach. These partnerships align the goals and outcomes of multiple programs regardless of funding source, which helps to provide additional sustainability, fosters more sophisticated alliances and opens up further opportunities for collaboration. The P-3 inspired projects described below are excellent examples of this kind of leveraging.

Washoe County ECAC P-3 Pilot: The pilot program in Washoe County involves a focused inquiry examining P-3 education involving principals, teachers, ECE professionals, etc., in a joint study of curriculum, instruction, assessment, and classroom practices using common tools. The project is based on the Harvard Graduate School of Education's model of P-3. Existing resources and tools used to promote family engagement include: *Parent University*, an on-line system for parent training and education bridging Pre-K and K-3rd grade; cross-teacher training in engaging parents in children's education; parent engagement working together- parents and teachers as partners; shared responsibility between teachers and families; engaging in setting goals together; virtual Pre-K and K; home visits; family resource centers; and involving family advocates to support families at the school.

Nevada Birth-3rd Grade Summit of Districts occurred on October 11-12, 2013. The event was modeled after the NGA/CCSSO Summit in collaboration with RPDPs, NDE, DHHS, and the NECAC. The Summit focused on alignment and implementation of standards and practices from birth through Grade 3. Teams from 14 counties and the Charter School Authority included over 120 participants representing:

- Superintendents or their authorized representatives;
- K-12 upper level administrators (e.g., RPDP personnel, Title I, Striving Readers, Title III, Curriculum Directors, etc.); and
- Other early childhood professionals representing State Pre-K, Early Childhood Special

Education, Head Start grantees, Home Visiting, FCC programs, IHEs, community-based partners, local ECACs, and more.

County teams left the Summit with action plans to implement the P-3 approach in their respective communities. As part of the Silver State Supports (*Project 4*) activities, the NECAC will work with local ECACs to coordinated follow-up, monitor progress, and mobilize the necessary resources (e.g. training, technical assistance, coaching, and funding) to facilitate successful implementation.

e) Building or enhancing data systems to monitor the status of children’s learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades

Please refer to Section (E)(2) for Nevada’s plan and progress related to developing an early childhood data system that aligns with and links to the current K-12 State Longitudinal Data System (SLDS), as well as the planned P-20W SLDS.

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade

Nevada’s interest and commitment to the nationally growing “P-3 movement” started in 2010 and since that time, state and district level support and collaboration have continued to grow and expand. Below are some of the key assets and activities that Nevada is building on to support full P-3 implementation:

- Governor’s and policymakers’ investment in 3rd grade reading and early literacy
- State’s previous participation in Harvard’s Pre-K–3rd Grade Institute and connection to national experts and other state models
- Related local initiatives: local early childhood advisory councils, Washoe County’s P-3 pilot project, Striving Readers
- Collaborating with NC’s Power of Kindergarten initiative to promote full-day kindergarten and professional development as part of the state’s KEA implementation
- Crosswalk conducted between Pre-K Standards and Common Core State Standards
- Ongoing technical assistance, facilitation, and mentoring with Dr. Kristie Kauerz; Research Assistant Professor, P-3 Education Policy & Leadership, College of Education, University of Washington and Dr. Sharon Ritchie, Frank Porter Graham Child Development Institute, First School NC

- Hosting annual P-3 tracks within statewide NevAEYC and NDE Mega Conferences
- Second annual rural ECE Conference featuring national researchers and experts focusing on Student Motivation and Engagement to inform Pre-K-3rd Grade Classroom Practices through Research and Theory by NC FirstSchool and Power of Kindergarten: Teacher Leader Initiative
- Nevada was one of four states to receive a Council of Chief State School Officers (CCSSO) KEA Technical Assistance Grant to support *Silver State KIDS* implementation and Kindergarten professional development through mini-grants, professional development opportunities, and/or mentoring/consulting from national facilitators
- The Foundation for Child Development Pre-K-3rd MAP recognizes states, school districts, schools, and education and advocacy organizations across the United States that are “on the path” to creating a well-aligned, high-quality primary education system by their efforts to implement Pre-K-3rd. Nevada was recently selected to be represented for related work as a part of this website recognition

PRIORITY 5: COMPETITIVE PREFERENCE PRIORITY -- ADDRESSING THE NEEDS OF CHILDREN IN RURAL AREAS

Understanding the challenges to promoting early learning and development outcomes in a particular region requires knowledge of the area's geography and population. This is especially true for Nevada. Nevada is the seventh largest state in the nation geographically, with over 110,000 square miles of landmass. Nevada's geography and population distribution poses unique challenges that can create barriers to education and access to quality ECE programs. These challenges are further exacerbated by difficult economic conditions and a dearth of safety net services to meet health, social and developmental needs.

Each county in the state has its own school district, which is each unique in culture, size and infrastructure. A brief comparison of just three of Nevada's rural/frontier counties illustrate this diversity. Esmeralda County in western Nevada has only 66 students. Conversely, Nye County School District is located in south central Nevada, and is geographically the third largest county in the contiguous United States (18,159 square miles). Nye is larger than the combined total area of Massachusetts, Rhode Island, New Jersey, and Delaware, with 5,738 students in 26

elementary, middle, and high schools. Located in the opposite corner of the state, Elko County School District is geographically the fourth largest in the contiguous United States with 9,556 students in 32 schools. The county has a total area of 17,203 square miles, with most of it in the Great Basin. Elko is home to Great Basin College, a community college with a service area of 62,000 square miles, two time zones, and six of Nevada's largest rural counties.

This diversity is further reflected in the assets of each county as well as in their challenges; stakeholders across the state emphasize that there is no "one size fits all" approach that will work in Nevada. This regional disparity can create significant challenges for Nevada's families with young children and contributes to barriers such as transiency, limited access to services, transportation, and isolation. For the most part, residents in these isolated communities have, at best, only one or two options for child care, preschool, health care, and supportive services. Some specialized services, including those for children with developmental delays and behavioral challenges, are only available to families willing and able to travel long distances to urban centers for face-to-face consultation and care. Often in these circumstances, services may be initiated but not completed due to a family's financial constraints, lack of reliable transportation, or environmental barriers such as road closures caused by extreme weather.

(a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations

Nevada's SILVER STATE STRONG plan will ensure that the early learning and development needs of rural/frontier children and their families are equitably addressed, so that school readiness is consistently promoted statewide, especially for children with high needs. The plan will link with existing local partners and initiatives to support and expand the capacity of rural and frontier communities to accomplish this. As noted in Section (A)(1), Nevada's 2013 Legislature approved funding and legislation that provides for a non-competitive grant program to allow rural districts to provide targeted supports for ELL students, including assessment, technology, and others options such as building teacher capacity to meet the needs of ELL students. Reporting requirements are in place for Zoom schools and for rural districts to ensure accountability that makes clear the return on investment.

Because Nevada's rural and frontier counties are vastly different from each other in terms of their needs, priorities, resources, and values, a core value of SILVER STATE STRONG is to

ensure that each one of Nevada's 17 counties and school districts are, and have been, actively engaged in planning. The **S³** plan reflects input from and is responsive to extensive statewide stakeholder outreach (focus groups, surveys, site visits, key informant interviews, and presentations) that included parents, early childhood educators, local and state program administrators, school teachers and administrators, tribal representatives and social service providers from every single county in the state. This outreach, in addition to other research, informed the county-level needs assessment that was conducted for every single county to determine priorities, barriers and opportunities for improving school readiness outcomes for all children, especially those with high needs, and their families.

In order to maintain statewide coordination and communication, the local Early Childhood Advisory Councils (local ECACs) will serve as the lead entities in targeted rural and frontier communities. Local ECACs will coordinate with identified lead partners (*see table below*) to implement **S³** strategies for the rural areas. Over the next four years, as part of the Silver State Supports (*Project 4*) implementation, local ECACs will receive funding and technical assistance to allow them to more closely align their work with these partners as well as provide stronger and more visible leadership to promote early learning and school readiness at the local level in a manner that best meets the needs of the community.

S³ PROJECT COMPONENT	LEAD PARTNER	STRATEGIES
Project 1: Silver State STARS	OECE & Children's Cabinet (statewide CCR&R)	Coaching for and participation of ELD programs in TQRIS
Project 2: Silver State KIDS	Local School Districts	Kindergarten Entry Assessment
Project 3: Silver State SKILLS	Regional Professional Development Programs & The Nevada Registry	Professional Development and Training
Project 4: Silver State Supports	Nevada Division of Public and Behavioral Health	Nevada Home Visiting Program (MIECHV)

Local Early Childhood Advisory Councils: Since 2009, ECCS funding has been used to develop local ECACs to support and promote: a) local strategies to serve all young children through community-based providers, and b) communication with the NECAC ensuring that local priorities are incorporated into state planning and recommendations for resource allocations. Each council includes representation from publicly-and privately-funded ELD programs, as well as school districts, higher education, intermediary organizations and community-based safety net

providers. Some local ECACs also include representation from faith-based organizations, the private sector and local government. Local ECACs develop their own plan and goals to meet the unique needs of their specific communities while aligning their work with the State priorities.

Currently there are eight local ECACs that represent seven counties (five of which are rural/frontier) and Nevada's Tribes and tribal organizations. The following list of activities and accomplishments is representative of the collective work of these local ECACs in their respective jurisdictions:

- Created diverse membership from the community including Tribal representation
- Designed pamphlets on early care and education providers for parents
- Provided Provider-Practitioner Support
- Educated superintendents, principals and teachers on ECE community needs
- Organized conferences and trainings on P-3, early brain development, formative assessment, TACSEI
- Supported teacher practices and strategies through the Pre-K Crosswalk
- Provided family literacy training
- Conducted outreach to support linkages between programs that serve children from birth to eight years
- Conducted family outreach and engagement (e.g. Pre-K and kindergarten socials, presentations, dissemination of brochures, program materials, and resources, website development)
- Coordinated with city and county government
- Participated and organized community resource fairs and back to school fairs
- Provided support for public awareness and policy initiatives (including providing voting information and bill tracking related to ECE matters)
- Organized and collaborated on Children's Week at the Legislature and Step Up for Kids Day – Nevada Children's Day
- Developed collaborative funding applications
- Fostered collaboration between local tribes
- Created a comprehensive resource directory
- Engaged in strategic planning to align goals across communities and systems

- Worked with local medical/mental health community

Nevada Home Visiting Program (NHV): NDPBH's Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program was recently awarded a three-year expansion grant to expand evidence-based home visiting services to rural counties in Nevada. NHV supports child development, family wellbeing, and school readiness by improving maternal and newborn health through regular home visits by trained staff to assess, instruct and refer families/caregivers to appropriate community resources.

A statewide needs assessment in 2010 identified the priority communities in which to implement these home visiting programs. Risk factor data was collected on: poverty, unemployment, prenatal care, low birth weight, infant mortality, school readiness and achievement, domestic violence, child maltreatment, and crime. The data from this needs assessment support the identification of the following risk factors in the target communities as priorities to address in this expansion proposal: a) limited access to services; b) poverty and socioeconomic status; and c) poor health, development and social indicators.

Home visiting services are even more necessary in rural communities due to the lack of available services and the distance families must travel in order to access scarce resources. This scarcity of preventive “upstream” supports in rural communities inhibits social service agencies from being able to activate services expeditiously, which is what is needed in cases where child health and safety may be at risk. NHV strategies that will address the needs of rural children and their families include:

- Providing resources to enhance services, increase staffing and travel resources, and increase local collaboration among early childhood providers so that more rural families can be reached, and isolated families can be better engaged;
- Engaging health providers in at-risk communities to encourage identification and referral of pregnant women, young children, and families to home visiting programs;
- Innovations to address child development within the framework of life course development and a socio-ecological perspective;
- Supporting continued collaboration with key organizations/state agencies, civic partners,

and stakeholders at the state and community levels;

- e) Coordinating early childhood workforce and professional development systems that include home visitors (including career ladders and pathways, and centralized professional development and training systems); and
- f) The use of home visiting as a “hub” for the development of local place-based early childhood systems that leverage public-private partnerships.

Regional Professional Development Programs (RPDPs): Nevada has had a regional professional development model in place for nearly 20 years. This model provides an ideal structure for coordinating state and local professional development resources to ensure that local educators have access to the training, skills development, peer mentoring and support needed to provide effective instruction. One of the responsibilities of the RPDPs is to assist the State in reaching the goal of all pupils reading at grade level by the end of third grade through the Nevada Early Literacy Intervention Program (NELIP). This responsibility positions the RPDPs to serve as a lead partner to support the goals and activities outlined in the Silver State SKILLS project implementation plan and timeline in rural and frontier communities (*see Appendix N*).

Further details and descriptions about the other elements and entities outlined in Nevada’s response to this Competitive Preference Priority are incorporated elsewhere in this application, as follows: Silver State Stars (*see Section B*), Silver State KIDS (*see Section E*), and statewide CCR &R (referenced in all sections).

(b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State’s integrated system of high-quality early learning programs and services.

SILVER STATE STRONG utilizes the communication and coordination structure of the State and local ECACs to facilitate local leadership and implementation, coupled with the focused resources of the S³ lead partners to meet the needs of rural/frontier children and their families, to achieve improvements in school readiness and achievement, as measured by these benchmarks:

- a) Parent support for children’s learning and development
- b) Parental knowledge of child development and of their child’s developmental progress
- c) Parenting behaviors and parent-child relationship

- d) Parent emotional well-being or parenting stress
- e) Child's communication, language, and emergent literacy
- f) Child's general cognitive skills
- g) Child's positive approaches to learning including attention
- h) Child's social behavior, emotion regulation, and emotional well-being
- i) Child's physical health and development

Local programs and schools (serving children birth through third grade) will have information and resources to support all children's readiness for school. Alignment and coordination of resources and ECE programs spanning from Birth – 3rd grade will help children achieve higher levels of social, emotional, and intellectual success. This coordination, facilitated by local ECACs and lead partners, will assure that relevant instruction and supports will be provided to children that are based on their individual strengths and areas for growth. This will integrate the resources and activities of publicly-funded early childhood programs, including subsidized child care, Head Start, State Pre-K, early intervention, preschool special education, and home visiting. Finally, transitions to kindergarten for rural/frontier children and their families will be supported through leadership, collaboration, and information sharing across local agencies and systems, so that children and their families experience seamless pathways of learning.

PRIORITY 6: INVITATIONAL PRIORITY – ENCOURAGING PRIVATE-SECTOR SUPPORT

“Nevada’s renewed focus on the development of a knowledge-based and technologically-advanced economy presents great promise for good and sustainable jobs. To prepare our children for that future, educational leaders must be included in the State’s economic development planning efforts in order to develop curriculum, programs of study, and internship opportunities that will best prepare students to work and to succeed in Nevada’s most promising sectors and clusters. Simultaneously, economic development authorities and local business leaders must work collaboratively with local and state educational leaders to communicate their workforce needs.”

-The Nevada Governor’s Office of Economic Development 2012 State Plan, Objective 5

Nevada’s private sector has played a critical role in supporting the state’s goals related to

building a high quality early learning system statewide. In 2010, the inaugural Nevada Business Summit on Early Childhood Investment was hosted by private sector leaders with private foundation support. The purpose of the summit was to identify innovative solutions to generate private sector support for ECE, by documenting outcomes that demonstrate return on investment while also compelling policy leaders to make data-driven decisions about school readiness based on their understanding that it is connected to employment, job readiness and economic growth. The following recommendations emerged from business leaders:

USE DATA TO DEMONSTRATE RETURN ON INVESTMENT

- 1) Improve/enhance data collection systems and assessment tools used statewide in early childhood programs to be linked to a centralized depository of information.
- 2) Develop and implement a comprehensive social marketing campaign (based on alignment of the message/vision) to promote nationally recognized standards of excellence in quality early childhood education and care programs, engaging multimedia partners and business leaders to sponsor and deliver the message.

COMMUNICATE A COMMON AGENDA

- 3) Coordinate and align public and private groups that support quality early care and education to operate with a single agenda. Support business leaders to engage with existing local and statewide collaborations such as the NECAC and the P-20W Advisory Council, to ensure coordination of purpose, outcomes and funding.
- 4) Develop a unified message/vision for quality early childhood education in Nevada. Use unified message/vision, and social marketing campaign strategies to educate policymakers at the local, state and federal levels.

SHOW EMPLOYERS THE BENEFITS FOR THEIR CURRENT & FUTURE WORKFORCE

- 5) Utilize business leaders serving on local and state councils to coordinate, inform, and align public policy advocacy campaign messaging and engage policymakers at the local, state and federal levels.
- 6) Provide education and support to implement individualized business strategies that promote quality early childhood (e.g. provide information to employees regarding Child

Care Resource and Referral Services; Parenting and/or Child Care Seminars; Family Resource Library and Information Center; Distribution of Local Child Care Resource & Referral Newsletter to Employees).

Nevada's private sector is increasingly partnering with the public sector at both the state and local levels to support education initiatives, thanks to a growing awareness of the direct link between education outcomes and the economy. SILVER STATE STRONG will leverage this to secure more visible and concrete support from the private sector, using the following strategies:

- 1) Include representatives from the business community on local ECACs.
- 2) Utilize the prominence and visibility of Nevada's First Lady, Kathleen Sandoval, to be the "face" for early childhood education, in order to attract the support of state and local business leaders and organizations (Chambers of Commerce, Economic Development agencies, business-led service organizations, etc).
- 3) Work in partnership with statewide United Way organizations and the nonprofits they fund to further leverage relationships with the business community, the banking industry (and related networks) that are already working together to utilize private funding, including Community Reinvestment Act funds, to support education initiatives.
- 4) Secure in-kind support from the Nevada Center for Entrepreneurship and Technology (NCET)³⁹ to develop a business plan for SILVER STATE STRONG to support sustainability after the four-year funding period ends.
- 5) Work with the Nevada Governor's Office of Economic Development to incorporate support for early learning and literacy programs into Nevada's package of economic development incentives, where feasible to do so.
- 6) Partner with the mining and gaming industry and invest project funding in a unified,

³⁹ In 2003, the TechAlliance joined forces with NCED, the Nevada Commission on Economic Development, to create **Nevada's Center for Entrepreneurship and Technology**, a new state-wide organization charged with encouraging and empowering entrepreneurs and fostering an environment in which high-growth entrepreneurial companies could succeed and flourish. In 2007, NCET was spun-off as a independent 501(c)3 non-profit organization.

comprehensive messaging and social marketing campaign that communicates the importance of high quality early education and engages all Nevadans to become compassionate advocates for children. This campaign will coordinate with private entities such as UWSN, which received funding from the Robert Wood Johnson Foundation to support child advocacy training for families, community leaders and providers.

BUDGET PART I: SUMMARY

BUDGET PART I - TABLES

Budget Table I-1: Budget Summary by Budget Category

COMBINED STATEWIDE BUDGET BY CATEGORY					
<i>Evidence for selection criterion (A)(4)(b)</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	324,350	328,078	334,641	341,331	1,328,400
2. Fringe Benefits	97,305	98,423	100,392	102,400	398,520
3. Travel	66,120	66,120	66,120	66,120	264,480
4. Equipment	33,161	400	0	85,000	118,561
5. Supplies	61,055	14,750	14,750	14,750	105,305
6. Contractual	1,626,881	4,452,854	3,290,664	3,707,929	13,078,328
7. Training Stipends	0	0	0	0	0
8. Other	344,346	344,346	601,035	686,597	1,976,324
9. Total Direct Costs (add lines 1-8)	2,553,218	5,304,971	4,407,602	5,004,127	17,269,918
10. Indirect Costs*	278,569	299,141	328,705	367,504	1,273,919
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	4,552,802	4,622,302	4,719,802	4,660,102	18,555,008
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	7,484,589	10,326,414	9,556,109	10,131,733	37,498,845
14. Funds from other sources used to support the State Plan	8,182,210	8,182,210	7,432,210	7,432,210	31,228,840
15. Total Statewide Budget (add lines 13-14)	15,666,799	18,508,624	16,988,319	17,563,943	68,727,685

Budget Table I-2: Budget Summary by Participating State Agency

BUDGET TABLE I-2: BUDGET SUMMARY BY PARTICIPATING STATE AGENCY <i>Evidence for selection criterion (A)(4)(b)</i>					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Department of Education	10,212,957	12,376,538	10,752,978	10,889,476	44,231,949
Department of Health and Human Services	5,453,842	6,132,086	6,235,341	6,674,467	24,495,736
Total Statewide Budget	15,666,799	18,508,624	16,988,319	17,563,943	68,727,685

Budget Table I-3: Budget Summary by Project

BUDGET TABLE I-3: BUDGET SUMMARY BY PROJECT <i>Evidence for selection criterion (A)(4)(b)</i>					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Silver State Stars	6,332,335	7,003,506	7,857,564	8,297,631	29,491,037
2. Silver State Kids	3,498,917	5,569,753	3,191,784	3,323,427	15,583,882
3. Silver State Skills	3,976,448	4,081,462	4,082,264	4,083,203	16,223,378
4. Silver State Supports	1,859,098	1,853,902	1,856,706	1,859,681	7,429,388
Total Statewide Budget	15,666,799	18,508,624	16,988,319	17,563,943	68,727,685

BUDGET PART I -NARRATIVE**Describe the overall structure of the State's budget for implementing the State Plan, including:**

A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;

Nevada Department of Education (LEAD AGENCY): NDE will serve as the Lead Agency for Nevada's application. Early Childhood programs housed in NDE'S Office of Educational Opportunity include: Head Start State Collaboration, Early Childhood Comprehensive Systems, Nevada Early Childhood Advisory Council, IDEA part B section 619, State-funded Pre-K, Title I

SILVER STATE STRONG (S³): "Ambitious, Bold and Clear"

of ESEA, and the Office of Early Care and Education funded by CCDF. Consolidation of these programs, projects and offices into NDE facilitates collaboration and coordination to improve the quality of all ELD programs in Nevada. As such, 100% of the projects and funding in this application will be managed by NDE through the new Division of Early Learning and Development. Funds will be distributed to localities, local education agencies (LEAs) and/or other governmental agencies, early learning intermediary organizations and other participating programs, and/or partners through respective contracts.

Nevada Department of Health and Human Services (PARTICIPATING AGENCY): DHHS is a participating agency in Nevada’s application. Early Childhood programs housed in DHHS include: Early Intervention Services, Child Care Development Fund, IDEA Part C, Maternal Child Health, Home Visiting, Early Childhood Mental Health, Child Care Licensing, Medicaid, Nevada Check UP (SCHIP) and EPSDT. These programs are important partners to a comprehensive system of early childhood services. As such, the budget reflects funding contributions from these programs to support the overall implementation of Nevada’s **S³** plan.

Funding to support these programs is not requested through Race to the Top Early Learning Challenge funds; however, very close collaboration and program alignment with the above entities will be necessary and strengthened through a liaison position to help facilitate this. As evidenced in the MOU (*see Appendix C*), DHHS agrees to align the policies, regulations and programs managed by these agencies with programs managed by NDE. Additionally, DHHS will support active participation in the NECAC by statutorily required member agencies, and will assist NDE in implementing all project-related activities as identified in the Implementation Plan (*see Appendix N*). Through the close collaboration between the Governor’s Office, NDE and DHHS, all SILVER STATE STRONG project activities will be strengthened as a result of this collaborative partnership, which features joint accountability for achieving project goals.

A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;

SILVER STATE STRONG (**S³**) - Nevada’s initiative to reform its early childhood system that is ambitious, bold, and clear. Led by NDE, the **S³** plan prioritizes four major projects:

- 1) **Silver State Stars** – Nevada’s Tiered Quality Rating and Improvement System;
- 2) **Silver State KIDS** (Kindergarten Inventory of Development Statewide) – Nevada’s KEA

initiative (including access to assessment for children birth to kindergarten entry);

- 3) **Silver State SKILLS** (Standards, Knowledge and Innovation for Life-Long Success) – Nevada’s system of ECE professional development; and
- 4) **Silver State Supports** – Nevada’s cross-system approach to provide culturally competent, community-based supports to families of children with high needs.

These four projects will be implemented in an integrated and coordinated fashion to:

- A) Improve program quality and outcomes for young children;
- B) Increase the number of children with high needs attending high-quality early learning and development programs; and
- C) Close the achievement gap between children with high needs and their peers.

These “ambitious, bold and clear” goals are the drivers for the S³ plan.

For each project:

- *The designation of the selection criterion or competitive preference priority the project addresses;*

Competitive Preference Priorities 2, 3, 4 and 5 as well as Invitational Priority 6 are all addressed within this application. The selection criteria and competitive preference priorities are incorporated into the four major projects of SILVER STATE STRONG as follows:

- 1) **Silver State Stars** – Nevada’s TQRIS, described fully in Section B, meets Competitive Preference Priority #2 while also addressing Absolute Priority #1 and Core Area B: High-Quality, Accountable Programs.
- 2) **Silver State KIDS** – Nevada’s KEA and ECE data initiative is described fully in Section E and meets Absolute Priority #1 and Competitive Preference Priority #3: Understanding the Status of Children’s Learning and Development at Kindergarten Entry. Selection criteria E(1) and E(2) are also addressed by this project.
- 3) **Silver State SKILLS** – Nevada’s system of early childhood workforce development is fully addressed in Section D including selection criteria D(1): Developing a Workforce Knowledge and Competency Framework and a Progression of Credentials; and D(2): Supporting Early Childhood Educators in Improving Their Knowledge, Skills, and Abilities. Selection Criteria C(1): Developing and Using Statewide, High-Quality Early Learning and

Development Standards is also addressed by this project. Competitive Preference Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the early elementary grades is also addressed within this project.

- 4) **Silver State Supports** – Nevada’s cross-system approach to provide culturally competent, community-based supports to families of children with high needs is addressed in section C. Selection criteria addressed in this section include: C(1): Developing and Using Statewide, High-Quality Early Learning and Development Standards and C(3): Identifying and Addressing the Health, Behavioral, and Developmental Needs of Children With High Needs to Improve School Readiness. (While Nevada chose not to write a response to C2 and C4, *Silver State Supports – Project 4* incorporates activities related to family engagement and comprehensive assessment systems. Both discussed in Core Areas/Sections A and B, and remain important components of Nevada’s overall high-quality plan for aligned services and implementation). Competitive Preference Priority 5 and Invitational Priority 6 are also addressed by this project.

- *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

All projects described above will be managed by the new Office of Early Learning and Development in NDE. All projects will be monitored and guided by the NECAC, which reports directly to the State Superintendent Of Public Instruction, who is appointed by the Governor. The State Superintendent is ultimately accountable for the successful completion of all projects described. The Assistant Director of the Office of Educational Opportunity will supervise staff responsible for managing each of the projects and related contracts.

- 1) **Silver State Stars:** This project budget is focused on achieving 100% participation of publicly funded ELD programs in Silver State Stars TQRIS. The budget includes funding for additional valid and reliable coaches and assessors using the ECERS and CLASS instruments. Specific activities are described below, and in detail in Appendix N:

Objectives:

- A) Improve outcomes for young children in ELD programs through increased participation that improves quality.
- B) Increase understanding and use of the Standards and alignment of those standards to P3.

1. All ELD programs with 30% or more children on subsidy and all State Pre-K required to participate in Silver State Stars
2. Publically funded preschool programs located in the same school site as participating state-funded preschool will be required to participate alongside one another.
3. Require participation for all centers participating in TEACH
4. Launch provider- and family-friendly website
5. Train coaches and assessors to reliability in ERS in order to substantially increase capacity
6. CLASS observer training and certification for QRIS coaches
7. Develop FCC TQRIS model, launch pilot and bring to scale by Year 4

- 2) **Silver State KIDS:** This project budget includes implementation of Phase 2 and 3 of KEA adoption statewide, including all costs for TSG beyond the current funding and support for related software and database development that aligns with the SLDS. Specific goals and activities include:

Objectives: A) Promote use of TSG developmental screening in Pre-K settings. B) Understand the status of children's learning and development at kindergarten entry. C) Coordinate data collection and use policies across agencies to align programs to enable data-driven decision making.
1. Coordinate Train the trainer event so communities are prepared to train teachers of children birth through kindergarten using TSG
2. Define parameters for timing of assessment administration, to include considerations for full day and half-day kindergarten and non-traditional calendars
3. Provide TA to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment
4. Work with the P-20W Council to develop through its state data governance workgroup to set and implement state policies that guide data collection, access, and use
5. Provide guidance on opportunities to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment
6. Conduct KEA assessments. Work with vendor to ensure broad understanding of data collected.
7. Evaluate the results implementation, answering to the degree possible the evaluation questions. Evaluation should include recommendations to improve the next phase
8. Launch communications plan to share findings with parents, agencies, districts, ECE programs, and other stakeholders
9. Work with the Nevada Head Start Association to link child-level developmental data and program site information for all funded programs in the state to the statewide ECE data system

3) Silver State SKILLS: This project includes costs related to the following activities:

Objectives: A) Increase alignment and implementation of Core Knowledge and Competencies throughout the early childhood professional development system & develop a progression of early childhood credentials. B) Increase the skill level of providers in identifying the need for additional resources to help meet the health, behavioral, and developmental needs of young children in Nevada. C) Provide financial and professional support to increase providers' levels throughout articulated professional development opportunities, and create a wage supplement program that encourages advancement along the articulated pathway and also increases workforce retention.
1. Support for Nevada's Birth-3rd Grade Policy Academy
2. Develop reciprocity of relevant training opportunities between Nevada Registry and NDE so that relevant CEUs and Registry Training Hours both count toward Birth-3 rd Grade teachers' professional development
3. Develop a calendar of scheduled training opportunities to address the needs of young children in Nevada connecting to QRIS/TACSEI/PBS/P3
4. Make family engagement training for EC staff a core component of education approaches and goals
5. Define core competencies for early childhood and early elementary educators that are aligned with the state's pre-k standards, the Common Core State Standards, and Silver State KIDS
6. Create additional scholarship tracks within T.E.A.C.H. Early Childhood Nevada to support early childhood professionals as they advance along the Articulated Pathways to Proficiency
7. Increase the number of trainings and professional development opportunities provided (or number of participants trained) on the NV Pre-K Standards by 25% to EC home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers
8. Crosswalk/Align Pre-K Standards to Common Core (P3) with SBE approval; Print Crosswalk and make available online (NDE, Registry, etc)
9. Expand opportunities for districts to engage in B-3rd initiatives at both the state and local levels through the Regional Professional Development Programs, local early childhood advisory councils, Striving Readers, pre-k standards alignment and training, NV Power of K pilot project, etc.)
10. Hold the Governor's Symposium in June 2014 to celebrate and inform stakeholders of accomplishments from B-3rd reform efforts and to prepare for the 2015 legislative session

4) Silver State Supports: This project budget includes costs related to the following goals and activities:

Objectives: A) Improve connections between child care and health care providers. B) Improve health outcomes for all children through health eating, nutrition, and physical activity. C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.

1. Provide parents/families/caregivers with information about ECE programs available to them and improve information exchange to support their children's development
2. Increase community based partnerships with state and non-profit agencies to support the screening and services to address health, behavioral, and developmental concerns
3. Convene an EC Comprehensive Systems Workgroup under NECAC to improve and increase access to developmental screening and assessment for children birth to 3
4. Expand Home Visiting collaboration between MCH and NDE, and Parent Advisory council by sharing information, hosting joint events, and utilizing web sites and shared links for dissemination of information between agencies
5. Expand training of ECE and K-3 professionals and families related to ELG and Pre-K Standards, and CCSS Crosswalk and translate into Spanish, print and make available online
6. Develop/launch a statewide messaging campaign, in coordination with Strong Start, communicating the value of investing in ELD, starting at birth

BUDGET PART II: PARTICIPATING STATE AGENCY**Budget Table II-1: Participating State Agency Budget By Budget Category**

<u>Budget Table II-1: Participating State Agency</u> <i>Evidence for selection criterion (A)(4)(b)</i>					
NEVADA DEPARTMENT OF EDUCATION (Lead Agency)					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	324,350	328,078	334,641	341,331	1,328,400
2. Fringe Benefits	97,305	98,423	100,392	102,400	398,520
3. Travel	66,120	66,120	66,120	66,120	264,480
4. Equipment	33,161	400	0	85,000	118,561
5. Supplies	12,000	12,000	12,000	12,000	48,000
6. Contractual	1,047,174	3,174,761	1,187,261	1,187,261	6,596,457
7. Training Stipends	0	0	0	0	0
8. Other	344,346	344,346	601,035	686,597	1,976,324
9. Total Direct Costs (add lines 1-8)	1,924,456	4,024,128	2,301,449	2,480,709	10,730,742
10. Indirect Costs*	256,824	251,233	252,852	269,790	1,030,699

Budget Table II-1: Participating State Agency <i>Evidence for selection criterion (A)(4)(b)</i>					
NEVADA DEPARTMENT OF EDUCATION (Lead Agency)					
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	4,552,802	4,622,302	4,719,802	4,660,102	18,555,008
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	6,834,082	8,997,663	7,374,103	7,510,601	30,716,449
14. Funds from other sources used to support the State Plan	3,378,875	3,378,875	3,378,875	3,378,875	13,515,500
15. Total Statewide Budget (add lines 13-14)	10,212,957	12,376,538	10,752,978	10,889,476	44,231,949

Budget Table II-2: Participating State Agency Budget By Project

Budget Table II-2: Participating State Agency <i>Evidence for selection criterion (A)(4)(b)</i>					
NEVADA DEPARTMENT OF EDUCATION (Lead Agency)					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Silver State Stars	4,339,248	4,332,175	4,332,978	4,333,919	17,338,321
Silver State Kids	2,674,417	4,745,253	3,117,284	3,248,927	13,785,882
Silver State Skills	2,184,501	2,289,515	2,290,317	2,291,256	9,055,590
Silver State Supports	1,014,790	1,009,594	1,012,398	1,015,373	4,052,156
Total Statewide Budget	10,212,957	12,376,538	10,752,978	10,889,476	44,231,949

BUDGET PART II - NARRATIVE

NDE will oversee all four projects encompassed in SILVER STATE STRONG, in close collaboration with DHHS as outlined in the MOU and Scopes of Work (see Appendix C). Coordination between the two Departments will be facilitated by a designated cross-system/interagency Liaison. The costs reflected in the proposed project budgets were derived from respective content leads and experts for each of the project areas, and reviewed and compiled by NDE and DHHS fiscal contacts and administrators.

1) PERSONNEL - \$1,328,400

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Personnel	324,350	328,078	334,639	341,333	1,328,400

Position Title and Role	Annual Salary	% of Time on Project
Social Services Chief 2 – 1.0 FTE: Program Director to provide administration and oversight to Silver State Strong activities and implementation; also as liaison to DHHS.	Year 1 = \$75,927 Year 2 = \$76,800 Year 3 = \$78,336 Year 4 = \$79,902	25% SS Stars 25% SS Kids 25% SS Skills 25% SS Supports
Administrative Assistant 3 – 1.0 FTE: Program administrative support for all Silver State Strong activities.	Year 1 = \$40,637 Year 2 = \$41,104 Year 3 = \$41,926 Year 4 = \$42,765	25% SS Stars 25% SS Kids 25% SS Skills 25% SS Supports
Education Programs Professional – 2.0 FTE: 1 FTE to provide NECAC coordination and support to Silver State KIDS. 1 FTE to act as the P-3 Coordinator to provide coordination and support for activities aligned with Silver State Supports and collaboration with related Silver State SKILLS activities.	Year 1 = \$138,524 Year 2 = \$140,116 Year 3 = \$142,918 Year 4 = \$145,776	NECAC Coordination: 100% SS Kids P-3 Coordination: 100% SS Supports
Information Technology Professional III – 1.0 FTE: Coordinate and develop early childhood assessment database that aligns with SLDS.	Year 1 = \$69,262 Year 2 = \$70,058 Year 3 = \$71,459 Year 4 = \$72,890	100% SS Supports

Annual salaries for the above referenced positions are based on calculation from the Nevada Executive Budget System (NEBS) with a 2% annual increase each year after year one. The salaries for the Social Services Chief 2 and Administrative Assistant 3 are divided equally between each of the four projects.

2) FRINGE BENEFITS - \$398,520

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Fringe Benefits	97,305	98,423	100,392	102,400	398,520

Position Title	Annual Fringe Benefits	% of Salary
Social Services Chief 2:	Year 1 = \$22,778 Year 2 = \$23,040 Year 3 = \$23,501 Year 4 = \$23,971	30%
Administrative Assistant 3:	Year 1 = \$12,191 Year 2 = \$12,331 Year 3 = \$12,578 Year 4 = \$12,830	30%
Education Programs Professional:	Year 1 = \$41,557 Year 2 = \$42,035 Year 3 = \$42,875 Year 4 = \$43,733	30%
Information Technology Professional 2:	Year 1 = \$20,779 Year 2 = \$21,017 Year 3 = \$21,438 Year 4 = \$21,867	30%

Fringe Benefit rates for the above referenced positions are based on calculations from the Nevada Executive Budget System (NEBS) with a 2% annual increase each year after year one.

Fringe Benefits include: Retirement, Group Insurance, Worker's Compensation, Unemployment Insurance, Medicare, and Retirees' Group Insurance along with assessments charged by other state departments based on full-time equivalent positions. Nevada does not pay into the Federal Social Security Administration for its state employees.

3) TRAVEL - \$264,480

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Travel	66,120	66,120	66,120	66,120	264,480

Description	Estimating Basis	Total
Silver State KIDS – Annual travel for KEA trainers	<ul style="list-style-type: none"> - Las Vegas Trainers (6) traveling to Reno 3 times per year (costs include airfare, lodging, meals, car rental, airport parking, mileage, and incidentals) = \$11,200 per year. - Elko Trainer (1) traveling to Reno 3 times per year (costs include airfare, lodging, meals, car rental, airport parking, mileage, and incidentals) = \$2,110 per year. - Fallon Trainers (2) traveling to Reno 3 times per year (costs include meals mileage, and incidentals) = \$1,070 per year. 	\$57,520
Silver State KIDS – Annual travel for training and on-site TA statewide	Trainers (8) traveling in personal vehicles statewide at \$0.565 per mile x 2,834 miles x 8 trainers = \$12,810 (rounded) x 2 trips per year = \$25,620 per year.	\$102,480
Silver State SKILLS – Annual travel for higher education workgroup	Travel for workgroup (6) at a cost of \$360 per person x 6 travelers (trip costs will vary and may include airfare, lodging, meals, mileage, airport parking, incidentals) = \$2,160 per year.	\$8,640
Silver State Supports – Annual staff training	Statewide staff training at a projected cost of \$20,000 per year for all staff members (trip costs will vary and may include airfare, lodging, meals, mileage, airport parking, incidentals).	\$80,000
Silver State Supports – Annual travel to National TACSEI conference	Out-of-state travel to attend annual conference (costs to include registration, airfare, lodging, meals, public transportation, airport parking, mileage, and incidentals) = \$1,980 per trip x 2 staff = \$3,960 per year.	\$15,840

4) EQUIPMENT - \$118,561

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Equipment	33,161	400	0	85,000	118,561

Description	Estimating Basis	Total
Equipment for new staff to include workstations, computers with software, phones, and printers.	One-time cost of \$4,400 per employee x 5 employees to be purchases in Year 1.	\$22,000
Equipment for presentations to include laptop computer with software, projector, and publishing software assist with trainings and public meetings.	Equipment costs based on current available quotes to be purchased in Year 1.	\$3,295
Hardware and peripheral equipment required to connect ESC to SLDS for SS Kids (KEA).	Equipment costs based on current available quotes to be purchased as follows – Year 1: \$7,866, Year 2: \$400, and Year 4: \$85,000.	\$93,266

The equipment requested in this application is for those items with a cost of \$500 or more that have an anticipated useful life extending beyond one year and will not be consumed in use. Equipment is not attached permanently as a non-movable fixture.

5) SUPPLIES - \$48,000

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Supplies	12,000	12,000	12,000	12,000	48,000

Description	Estimating Basis	Total
Office Supplies: Consumable office supplies	\$400 per employee x 5 employees = \$2,000 per year	\$8,000
KEA Project Materials for Silver State KIDS	\$10,000 per year	\$40,000

6) CONTRACTUAL - \$6,596,457

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Contractual	1,047,174	3,174,761	1,187,261	1,187,261	6,596,457

Description	Estimating Basis	Total
Silver State KIDS – Master Services Agreement contractor for IT related work	Full-time contractor at \$120 per hour x 2,083.33 hours = \$250,000 per year	\$1,000,000
Silver State KIDS – Contract for software development	\$1,926,000 in year two only	\$1,926,000
Silver State KIDS – Contract for software license fees	\$83,500 in year two only	\$83,500
Silver State KIDS – Contract for Growth model website maintenance	\$6,000 in year two only	\$6,000
Silver State KIDS – Contract for software maintenance	\$28,000 in years three and four	\$56,000
Silver State SKILLS – Nevada Core Knowledge Areas and Competencies for Early Care and Education Professionals	Estimated cost to redesign core competencies document	\$2,000
Silver State SKILLS – Nevada Core Knowledge Areas and Competencies for Early Care and Education Professionals	Master Services Agreement contractor for IT related work	\$5,600
Silver State SKILLS – Nevada Core Knowledge Areas and Competencies for Early Care and Education Professionals	Contract staff to support program	\$13,000
Silver State SKILLS – Articulated Career Pathways	Estimated cost for marketing updated program	\$12,000
Silver State SKILLS – Articulated Career Pathways	Contract staff to support program	\$163,125
Silver State SKILLS – Nevada Early Education Career Ladder	Estimated cost for document redesign, website update, and incorporation into Registry materials	\$7,000
Silver State SKILLS – Nevada Early Education Career Ladder	Master Services Agreement contractor for IT related work	\$11,200
Silver State SKILLS – Nevada Registry membership portal	Master Services Agreement contractor for IT related work	\$13,500
Silver State SKILLS – Wage	Master Services Agreement contractor for	\$20,000

Supplement Program	IT related work	
Silver State SKILLS – Wage Supplement Program	Contract (3) full-time staff to support program and (1) half-time staff to be shared with Education Awards Program	\$535,005
Silver State SKILLS – Nevada Registry to be linked with Child Care Licensing system	Master Services Agreement contractor for IT related work	\$15,000
Silver State SKILLS – Education Awards	Contract (1) full-time staff to support program and share with WAGE program	\$54,027
Silver State SKILLS – Pathways to Proficiency	Contract (2) full-time staff to support program	\$358,400
Silver State SKILLS – Nevada Registry Training Approval System	Master Services Agreement contractor for IT related work	\$21,600
Silver State SKILLS – Pathway scholarship program	Contract (2) full-time staff to support program	\$304,500
Silver State Supports – Contracted Trainers for Silver State Standards	Contract (2) full-time trainers at \$48 per hour x 2,083.33 hours x 2 trainers = \$200,000 per year	\$800,000
Silver State Supports – On-line standards classes	Annual procurement of platform and software licensing for on-line classes in standards at \$50,000 per year	\$200,000
Silver State Supports – Translation Services	Estimated cost for translating standards and training materials = \$75,000 per year	\$300,000
Silver State Supports – TACSEI Contracted trainers and coaches	Contract (3) half-time trainers at \$30 per hour x 1,025 hours x 3 trainers = \$92,250 per year	\$369,000
Silver State Supports – Development Assessment Training	Contract (1) full-time trainer at \$30 per year x 2,083.33 hours and (1) part-time trainer at \$20 per hour x 875 hours for a total of \$80,000 per year	\$320,000

7) TRAINING STIPENDS - \$0

No training stipends are being requested for this Participating State Agency.

8) OTHER - \$1,976,324

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Other	344,346	344,346	601,035	686,597	1,976,324

Description	Estimating Basis	Total
Office Space	Annual office space rental cost for (5) FTE employees at a cost of \$5,946 per year	\$23,784
Statewide Cost Allocation, Attorney General Assessment, Purchasing Assessment, Enterprise Information Technology Services, Department of Administration	Standard allocation and assessments charged by other state agencies for services provided statewide at a cost of \$47,025 per year	\$188,100
Silver State SKILLS - Printing and materials costs	Costs for training printed materials and updated forms estimated at \$59,375 per year	\$237,500
Silver State KIDS – TSG Costs begin in Year 3	Year 3 = \$256,689 Year 4 = \$342,251	\$598,940
Silver State Supports - Printing and materials costs	Costs for training printed materials and updated forms = \$232,000 per year	\$928,000

9) TOTAL DIRECT COSTS - \$10,730,742**10) INDIRECT COSTS - \$1,030,699**

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Indirect	256,824	251,233	252,852	269,790	1,030,699

Indirect cost information is contained in the form at the end of this section.

11) FUNDS DISTRIBUTED TO LOCALITIES, EARLY LEARNING INTERMEDIARY ORGANIZATIONS, PARTICIPATING PROGRAMS, OR OTHER PARTNERS THROUGH MOUS, INTERAGENCY AGREEMENTS, CONTRACTS, OR OTHER MECHANISMS AUTHORIZED BY STATE PROCUREMENT LAWS - \$18,555,008

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Fund Localities	4,552,802	4,622,302	4,719,802	4,660,102	18,555,008

Description	Estimating Basis	Total
Silver State Stars – Expand State Pre-Kindergarten (double funding)	Year 1 = \$844,720 Year 2 = \$844,720 Year 3 = \$844,720 Year 4 = \$844,720	\$3,378,880
Silver State KIDS – Technology Support Grants	Year 1 = \$58,800 Year 2 = \$114,000 Year 3 = \$197,200 Year 4 = \$123,200	\$493,200
Silver State KIDS – KEA Regional trainers, on-site coaches (total of 11)	Year 1 = \$643,500 Year 2 = \$657,800 Year 3 = \$672,100 Year 4 = \$686,400	\$2,659,800
Silver State KIDS - Local ECAC Mini-Grants	Year 1 = \$410,000 Year 2 = \$410,000 Year 3 = \$410,000 Year 4 = \$410,000	\$1,640,000
Silver State KIDS – P3: Power of Kindergarten PD mini-grants and support, and partnership with First School: Building Cadre of PreK-3rd experts	Year 1 = \$900,000 Year 2 = \$900,000 Year 3 = \$900,000 Year 4 = \$900,000	\$3,600,000
Silver State SKILLS – Pathway Scholarships	Year 1 = \$318,910 Year 2 = \$318,910 Year 3 = \$318,910 Year 4 = \$318,910	\$1,275,640
Silver State SKILLS – Articulated Career Pathway	Year 1 = \$323,590 Year 2 = \$323,590 Year 3 = \$323,590 Year 4 = \$323,590	\$1,294,360
Silver State SKILLS – Wage Supplements	Year 1 = \$1,053,282 Year 2 = \$1,053,282 Year 3 = \$1,053,282 Year 4 = \$1,053,282	\$4,213,128

12) FUNDS SET ASIDE FOR PARTICIPATION IN GRANTEE TECHNICAL ASSISTANCE - \$400,000

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Technical Assistance	100,000	100,000	100,000	100,000	400,000

NDE has set aside \$25,000 per project per year to participate in RTT-ELC grantee technical assistance activities facilitated by ED or HHS: \$25,000 x 4 projects x 4 years = \$400,000.

13) TOTAL FUNDS REQUESTED - \$30,716,449

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Total Funds Requested	6,834,082	8,997,663	7,374,103	7,510,601	30,716,449

14) OTHER FUNDS ALLOCATED TO THE STATE PLAN - \$13,515,500

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Other Funds	3,378,875	3,378,875	3,378,875	3,378,875	13,515,500

Description	Estimating Basis	Total
Funds to support expansion of Silver State Stars – State Pre-K program	\$3,378,875 per year	\$13,515,500

15) TOTAL BUDGET - \$44,231,949

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
NDE Total Budget	10,212,957	12,376,538	10,752,978	10,889,476	44,231,949

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒

NO ☐

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/ 01/2013 To: 6/30/2014

Approving Federal agency: √ ED ___ HHS ___ Other

(Please specify agency): _____

Budget Table II-1: Participating State Agency Budget By Budget Category

Participating State Agency-Level Budget Table II-1 <i>Evidence for selection criterion (A)(4)(b)</i>					
DEPARTMENT OF HEALTH AND HUMAN SERVICES					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	49,055	2,750	2,750	2,750	57,305
6. Contractual	579,707	1,278,093	2,103,403	2,520,668	6,481,871
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	628,762	1,280,843	2,106,153	2,523,418	6,539,176

Participating State Agency-Level Budget Table II-1 <i>Evidence for selection criterion (A)(4)(b)</i>					
DEPARTMENT OF HEALTH AND HUMAN SERVICES					
10. Indirect Costs*	21,745	47,908	75,853	97,714	243,220
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	650,507	1,328,751	2,182,006	2,621,132	6,782,396
14. Funds from other sources used to support the State Plan	4,803,335	4,803,335	4,053,335	4,053,335	17,713,340
15. Total Statewide Budget (add lines 13-14)	5,453,842	6,132,086	6,235,341	6,674,467	24,495,736

Budget Table II-2: Participating State Agency Budget By Project

Participating State Agency-Level Budget Table II-2 <i>Evidence for selection criterion (A)(4)(b)</i>					
DEPARTMENT OF HEALTH AND HUMAN SERVICES					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Silver State Stars	1,993,087	2,671,331	3,524,586	3,963,712	12,152,716
Silver State KIDS	824,500	824,500	74,500	74,500	1,798,000
Silver State SKILLS	1,791,947	1,791,947	1,791,947	1,791,947	7,167,788
Silver State Supports	844,308	844,308	844,308	844,308	3,377,232
Total Statewide Budget	5,453,842	6,132,086	6,235,341	6,674,467	24,495,736

1) PERSONNEL - \$0

No personnel costs are being requested for this Participating State Agency.

2) FRINGE BENEFITS - \$0

No fringe benefit costs are being requested for this Participating State Agency.

3) TRAVEL - \$0

No travel costs are being requested for this Participating State Agency.

4) EQUIPMENT - \$0

No equipment costs are being requested for this Participating State Agency.

5) SUPPLIES - \$57,305

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Supplies	49,055	2,750	2,750	2,750	57,305

Description	Estimating Basis	Total
Books: As part of the TQRIS coaching, each center and family child care provider receives a set of books which includes the Environment Rating Scales (ERS), <i>All About ITERS-R</i> and <i>All About ECER-R</i> .	343 sets of books x \$135 per set = \$46,305 in Year 1	\$46,305
Office Supplies: Consumable office supplies purchased annually	\$1,500 per year	\$6,000
Stipends: TQRIS coaches and assessors must practice using the ERS scales to maintain reliability. Classroom teachers and family child care providers are given a small stipend for use of their classroom - \$25 Lakeshore Learning gift card.	\$25 per gift card x 50 classrooms = \$1,250 per year	\$5,000

6) CONTRACTUAL - \$6,481,871

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Contractual	579,707	1,278,093	2,103,403	2,520,668	6,481,871

Description	Estimating Basis	Total
Assessors: Professional services to conduct the Environment Rating Scales (ERS) as part of the TQRIS rating. Assessors must maintain, at a minimum, 85% reliability, complete reports, and attend monthly meetings.	Contract with (2) full-time assessors at \$84,000 per year Contract with (8) half-time assessors at \$264,000 per year plus a tablet per assessor (10) at \$1,800 per tablet and travel costs to travel to facilities, training, and meetings	\$1,622,000
Coaches: Professional services to provide coaching as part of the TQRIS. Coaches must maintain, at a minimum, 85% reliability on the ERS, provide weekly visits, develop quality improvement plans, provide training, and attend monthly meetings.	Contract with (25) full-time coaches at \$44,912 per year plus a tablet per coach (25) at \$1,800 per tablet and travel costs to travel to facilities, training, and meetings	\$2,605,248
Evaluation: Professional services to evaluate the pilot and implementation of the Family Child Care TQRIS. The evaluation will identify potential barriers for family child care providers as well as help to refine policies and procedures.	Year 1 = \$25,541 Year 2 = \$25,541 Year 3 = \$10,000 Year 4 = \$10,000	\$71,082
Validation: Professional services to provide independent evaluation to validate the tiers in the TQRIS. Services will also examine the relationship between child outcomes and star ratings and examine differences in kindergarten readiness based on star ratings.	Year 2 = \$31,494 Year 3 = \$33,495 Year 4 = \$21,210	\$86,199
Data System: Professional services to provide data system to include ERS software user license and TQRIS data system user license.	ERS license at \$6,480 per user x 10 users TQRIS data system license at \$2,300 per user x 25 users	\$312,620
CLASS Training: Professional services to provide training on the CLASS toddler and pre-k tools. Professional services to provide train-the-trainer training on the CLASS toddler and pre-k tools.	Observation training tool at \$850 per tool plus travel for 3 individuals Train-the-trainer tool at \$4,500 per tool, plus travel for 3	\$61,500

Description	Estimating Basis	Total
	individuals Observation training tool at \$375 per tool x 40 trainers once Nevada has trainers	
ERS FCCERS-R: Professional services to provide training and reliability check on the Family Child Care Environment Rating Scale.	Initial FCCERS-R training at \$1500 per day Reliability Check travel to North Carolina at \$1,000 per day	\$18,300
Communication and Marketing: Professional services to develop messaging, materials, and media tools to increase awareness of the TQRIS and the importance of quality early childhood experiences for all children. This will include a branding of all materials, mobile app, revision of current website, and information video.	Year 1 = \$5,000 Year 2 = \$32,500 Year 3 = \$22,500 Year 4 = \$72,500	\$132,500
Funding Task Force: Professional services to establish a TQRIS funding task force that will include business and community leaders. Activities include recruit and convene members, plan meetings, prepare reports, and pursue funding opportunities.	Year 1 = \$3,075 Year 2 = \$3,135 Year 3 = \$4,949 Year 4 = \$6,763	\$17,922
Grants: As part of the TQRIS coaching, center and family child care provider receives a grant for classroom materials as part of their quality improvement plan. Grants are based on the size of the center as determined by child care licensing capacity.	Grants for family child care providers at \$1,500 per grant x 83 providers Grants for child care centers range between \$4,000 and \$8,500 = average grant of \$5,500 per grant x 260 day care centers	\$1,554,500

7) TRAINING STIPENDS - \$0

No training stipends are being requested for this Participating State Agency.

8) OTHER - \$0

No other costs are being requested for this Participating State Agency.

9) TOTAL DIRECT COSTS - \$6,539,176

10) INDIRECT COSTS - \$243,220

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Indirect	21,745	47,908	75,853	97,714	243,220

11) FUNDS DISTRIBUTED TO LOCALITIES, EARLY LEARNING INTERMEDIARY ORGANIZATIONS, PARTICIPATING PROGRAMS, OR OTHER PARTNERS THROUGH MOUS, INTERAGENCY AGREEMENTS, CONTRACTS, OR OTHER MECHANISMS AUTHORIZED BY STATE PROCUREMENT LAWS - \$0

No funds to be distributed are being requested for this Participating State Agency.

12) FUNDS SET ASIDE FOR PARTICIPATION IN GRANTEE TECHNICAL ASSISTANCE - \$0

No funds to be set aside are being requested under another Participating State Agency.

13) TOTAL FUNDS REQUESTED - \$6,782,396

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Funds Requested	650,507	1,327,751	2,182,006	2,621,132	6,782,396

14) OTHER FUNDS ALLOCATED TO THE STATE PLAN - \$17,713,340

Description	Estimating Basis	Total
Silver State Stars:		
Funds from the Division of Welfare and Supportive Services includes: <ul style="list-style-type: none"> ▪ Child Care Licensing (Health Division) ▪ Coaches (Children's Cabinet) ▪ Anchor/Assessor (J Kalas) ▪ Assessors (UNCE) ▪ Evaluation Project (NICRP) ▪ Accreditation Facilitation Project (OECE) ▪ Provider Grants (OECE) ▪ Data System and Software (Branagh Information Group) ▪ Portfolios (ENZ Group) ▪ Reliability (ERSI) 	\$1,278,080 per year	\$5,112,320

Description	Estimating Basis	Total
<p>Head Start Collaboration and Early Childhood Systems Office manages the work of the Nevada Early Childhood Advisory Council, which is the advising body for the entire Silver State Strong (S³) project. The per year amount is comprised of the following grants:</p> <p>Head Start State Collaboration Grant - \$29,500 per year per project supports:</p> <ul style="list-style-type: none"> • TACSEI staff and supplies • Expanding Opportunities for Children with disabilities and special needs • Annual Head Start Fact Sheet • Grantee Needs Assessment • Annual Strategic Plan Update • Site visits and targeted assistance to Head Start programs to connect with state programs, NDE and local districts <p>Early Childhood Comprehensive Systems Grant - \$35,000 per year per project supports:</p> <ul style="list-style-type: none"> • Coordination of ECAC • Increase access to developmental assessment • Make policy recommendations to Superintendent of Public Instruction, Governor, Legislators and other decision makers • Staff Silver State KIDS implementation (direct implementation costs funded by SB486 – staffing and travel supported by ECCS) • Support training and technical assistance for SSKIDS implementation, TACSEI and Expanding opportunities 	\$64,500 per year	\$258,000
Silver State KIDS:		
Division of Public and Behavioral Health, Title V/Maternal and Child Health – \$10,000 each year of federal formula funds to support Silver State KIDS. The initiative support efforts to assess school readiness by developing a standardized process of measurement. Improved school readiness is a benchmark for programs funded by the ACA Maternal, Infant and Early Childhood Home Visiting grant.	\$10,000 per year	\$40,000
Head Start State Collaboration and Early Childhood Systems Office received funds for the Phase I implementation of Silver State KIDS. These funds are a one-shot appropriation that provides funds to improve school readiness and uses TSG to assess children's development status upon kindergarten entry, and will also be available for use with children beginning at birth.	Year 1 = \$750,000 Year 2 = \$750,000	\$1,500,000
Head Start Collaboration and Early Childhood Systems Office manages the work of the NECAC, which is the advising body for the entire Silver State Strong (S ³) project. Detail of this office and the grants is provided under Silver State Stars above.	\$64,500 per year	\$258,000

Description	Estimating Basis	Total
Silver State SKILLS:		
Division of Welfare and Supportive Services - \$1,727,447 supports existing quality initiatives that include: <ul style="list-style-type: none"> • Early Childhood Substitute Network (Children’s Cabinet) • Early Childhood and Out-of-School Time Trainings (Children’s Cabinet) • T.E.A.C.H. Early Childhood Scholarship Program (NevAEYC) • Early Childhood Resource Libraries (OECE) • NevAEYC Conference Scholarships (OECE) • Early Learning Guidelines/Pre-k Standards (WCSD) • The Nevada Registry (WCSD) 	\$1,727,447 per year	\$6,909,788
Head Start Collaboration and Early Childhood Systems Office manages the work of the Nevada Early Childhood Advisory Council, which is the advising body for the entire Silver State Strong (S ³) project. Detail of this office and the grants is provided under Silver State Stars above.	\$64,500 per year	\$258,000
Funds in support of Silver State Skills	\$1,791,947 per year	\$7,167,788
Silver State Supports:		
Division of Welfare and Supportive Services - \$779,808 supports existing quality improvement initiatives that include: <ul style="list-style-type: none"> • Community Outreach (Children’s Cabinet) • Parent Awareness Materials (Children’s Cabinet) • Early Childhood Mental Health (DCFS) • NEIS Partners Program (Health Division) 	\$779,808 per year	\$3,119,232
Head Start Collaboration and Early Childhood Systems Office manages the work of the Nevada Early Childhood Advisory Council, which is the advising body for the entire Silver State Strong (S ³) project. Detail of this office and the grants is provided under Silver State Stars above.	\$64,500 per year	\$258,000

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Other Funds Allocated	4,803,335	4,803,335	4,053,335	4,053,335	17,713,340

15) TOTAL BUDGET - \$24,495,736

Total by Year	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
DHHS Total Budget	5,453,842	6,132,086	6,235,341	6,674,467	24,495,736

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☐

NO ☒

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ____/____/____

To: ____/____/____

Approving Federal agency: ____ED ____HHS ____Other

(Please specify agency): _____

The Division of Welfare and Supportive Services does not have a federally-approved indirect rate. The rate used for federal grants is dependent on the grantee agency. However, the Department of Health and Human Services has a department-wide policy that provides the maximum allowable indirect rate for contracts and subgrants, including awards from one state agency to another. The maximum allowable amount is 10% for contract or subgrants related to client services and 25% for research. Divisions within DHHS retain the authority to negotiate a lower indirect rate when appropriate.